

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Aughton Christ Church Voluntary Controlled Church of England Primary School

Vision

Our vision is for everyone in our school to reach their full potential: spiritually, intellectually, socially, morally, physically, aesthetically and to encourage an appreciation and curiosity of the world so they become compassionate citizens; supporting one another in love and working together by following Christian values as exemplified in the teachings of Jesus.

'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.'

Romans 12: 4-8

Strengths

- Leaders are relentless and energised in pursuit of 'supporting one another in love.' As a result, the whole team are unwavering in ensuring continuous improvement and transformative support for pupils and adults.
- Leaders have ensured that the school's Christian vision is a living reality. The school provides a loving and mutually supportive environment, where pupils and adults are valued as individuals and enabled to flourish.
- Collective worship is joyful and uplifting. Pupils and adults are invited to participate and engage in a shared experience that fosters a deep sense of connection, hope and purpose. The many opportunities provided for prayer and reflection contribute to the spiritual flourishing and wellbeing of pupils and adults.
- Leaders demonstrate a strong commitment to pupil and adult wellbeing. They have created a welcoming and supportive community, where relationships are nurtured and individuals treat one another with kindness and compassion.
- The curriculum recognises and celebrates pupils' unique gifts and talents, offering them opportunities to reach their full potential as defined in the school's Christian vision.
- Pupils regularly consider issues of justice and social responsibility, and this fosters empathy and compassion. They are motivated to advocate for the rights of others and contribute to a more equitable society.



Inspection Findings

Leaders have cultivated a nurturing environment, where the Christian vision is a living reality. The school community is modelled on a loving family, where pupils and adults are valued as unique individuals. The vision fosters a strong sense of belonging, and warm and respectful relationships are consistently evident. Families are well supported and new pupils are swiftly and successfully integrated. The vision is expressed through deeply embedded Christian values. Pupils eagerly embody these values, resulting in exemplary behaviour throughout the school. Leaders ensure that links between school and church are exceptionally strong. Consequently, the spiritual and social development of both pupils and adults is enhanced, as they 'support one another in love'. Leaders are role models for compassionate citizens and actively seek practical ways to express the school's vision. The school fosters a sense of responsibility and generosity among pupils through community outreach initiatives, such as visits to local care homes. The governors' decision-making process reflects a deep commitment to the school's Christian vision, ensuring that resources are aligned with values of integrity, service and community support.

Inspired by the Christian vision, the curriculum has been crafted to ensure that it reflects the school's aspiration for pupils to reach their full potential. The school values not only academic achievement but also the holistic development of each child. By integrating spiritual reflection across the curriculum, pupils are guided to consider their place in the world. These opportunities for reflection help them to develop empathy and resilience. Leaders are committed to universal participation in the carefully tailored range of school visits and residential, and they ensure activities are affordable. Playtimes also provide additional learning opportunities and leaders respond to pupils' requests when extending and enhancing facilities. This results in a wealth of outdoor learning activities. Pupils are encouraged to build resilience by exploring unfamiliar experiences. Consequently, after-school and lunchtime clubs are varied and encompass a wide range of interests. Staff are passionately committed to identifying and nurturing pupils' unique strengths and talents. As a result, they enjoy success, gain confidence and flourish.

Religious education (RE) equips pupils with the knowledge and skills to navigate a complex, multi-faith world. Lessons are carefully sequenced and build on prior learning. RE is well resourced and the subject leader regularly attends subject-specific training and cluster meetings. An example of the positive impact of this training is the development of improved strategies for assessment. The RE curriculum encourages discussions about various belief systems, including non-religious viewpoints, helping pupils to reflect on their own faith and spirituality. Pupils show understanding of difference and diversity within the Christian faith. Visits to places of worship are carefully integrated into the curriculum. These visits provide pupils with opportunities to ask questions and deepen their knowledge, fostering empathy and respect for others. Learning to value and understand different worldviews has a significant impact on their spiritual development.

School leaders and staff inspire pupils to see the world through a lens of hope and purpose, preparing them to be transformative agents of change. The curriculum promotes critical thinking and curiosity, encouraging discussions about historical and contemporary social issues. Pupils explore issues of justice and responsibility, fostering articulate and thoughtful perspectives. Teachers guide pupils to examine historical figures like Boudicca and ancient cultures such as the Vikings from multiple viewpoints, challenging stereotypes. For example, in geography lessons pupils consider fairness in the global context, such as disparities in earthquake-proofing buildings. As a result, pupils are empowered to become advocates for justice and are encouraged to voice their opinions, ask questions, and embrace curiosity. Through initiatives such as the school council and school elections, pupils are made aware of the importance of individuals' ability to influence decisions and make a positive contribution. Pupil-led initiatives are, for example, raising money to protect orangutans. They



are also raising funds for children in other parts of the world who do not have free access to education. Pupils are also keen to engage with local issues, such as advocating for improvements in the council's recycling policies. The school is actively nurturing responsible and compassionate citizens. As a result, pupils are motivated and empowered to make a difference both locally and globally.

Guided by the school's Christian vision, leaders have created a school culture where people are treated well. School policies and practice support a holistic approach to nurturing pupils, including more vulnerable pupils and those with additional needs. The school's Christian values enhance pupils' wellbeing by fostering qualities such as perseverance. In and around the school, pupils treat each other with kindness and demonstrate patience, tolerance and mutual respect. The school's unwavering commitment to good mental health and wellbeing creates an environment where pupils feel safe, supported and enabled to express their emotions. The school's pastoral support systems are comprehensive and effective. Parents are appreciative that skilled and knowledgeable staff provide loving care and practical support not only for children but also for the whole family during challenging times. Leaders and governors also invest in staff wellbeing. Working together with staff, they have taken steps to reduce workload by, for example, updating the marking policy. Leaders treat staff with compassion when they need support for personal reasons. Staff also appreciate initiatives such as staff social events, which contribute to a sense of wellbeing and belonging. As a result of leaders' vision-driven actions, pupils and adults feel valued and are enabled to flourish.

Collective worship is a cornerstone of school life and has a profound impact on pupils' and adults' spiritual growth. The youngest pupils are sensitively introduced to whole-school worship and pupils with special educational needs are appropriately supported to participate. Pupils take turns to lead worship as Worship Warriors. They also lead worship in other local schools and visiting worship groups are welcomed in return. This leads to innovation and sharing of ideas and promotes their own spiritual flourishing as well as that of others. Leaders recognise the importance of prayer for spiritual development and opportunities for prayer and reflection are woven into daily activities. Pupils contribute to design ideas for a new chapel, which is nearing completion as part of the school's long term building plan. Worship and prayer are also incorporated into school visits, such as when the vicar leads prayer on the banks of Lake Windermere, providing a moment of calm reflection amid the frenetic activity of an outdoor residential. The multiple opportunities for prayer and reflection offered to pupils strengthen their resilience, foster gratitude and encourage deeper reflection. Worship, prayer and reflection also have a profound impact on the positive wellbeing of both pupils and adults.

Address	Long Lane, Aughton, Ormskirk, Lancashire L39 5AS		
Date	14 October 2024	URN	119370
Type of school	Maintained Voluntary Controlled	No. of pupils	200
Diocese/District	Liverpool		
Headteacher	David Kennedy		
Chair of Governors	Neil Heyes		
Inspector	Joanne Owen		

