

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bispham Endowed Church of England Primary School			
Address	Bispham Road, Bispham, Blackpool, FY2 0HH		
Date of inspection	12 December 2019	Status of school	Voluntary controlled primary
Diocese	Blackburn	URN	119411

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Bispham Endowed is a primary school with 378 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has a falling roll.

The school's Christian vision

Through Faith, Family and Friendship, we work together in our happy Christian school so that each child can achieve their God-given potential, is valued for their uniqueness in our inclusive environment and can flourish as a positive life-long contributor to their community.

The joy of the Lord is my strength. Nehemiah 8:10

Key findings

- Leadership is strong and inspirational, supported by dedicated and cherished staff and committed governors, thus creating a Christian community in which all flourish. However, the governing board is not systematically monitoring the impact of Christian distinctiveness.
- Highly effective pastoral care together with embedded nurturing provision, and quality individual support for pupils and their families, facilitates all pupils to develop their potential socially, emotionally and academically. Staff generously give of their time for this.
- Deeply embedded Christian values have a clear impact on the highly positive relationships in school. This is evidenced by pupils' exemplary behaviour and positive attitudes to each other, learning and life. However, the over-arching vision is not explicitly linked to the values and Christian distinctiveness.
- Worship is engaging and inclusive, supporting spiritual growth through quality pupil participation. Pupils have a well-developed personal relationship with prayer. Experiences for pupils to independently plan and lead their own acts of worship are not established.
- Religious education (RE) has a clear role within the curriculum, providing effective connections with worship and the Christian values. Pupils' knowledge of faiths, including Christianity as a global faith, is good.

Areas for development

- Embed fully the biblical roots to the over-arching vision so that it has a more prominent role across all areas of school life. Ensuring its impact on, and support for, the Christian ethos and aims is ongoing.
- Consistently implement the formal recording and evaluation of monitoring by the governing board to more clearly define the impact on Christian distinctiveness and school improvement.
- Establish a range of experiences to enable pupils to independently plan and lead their own acts of worship so that their role as partners in worship and their personal spirituality is enhanced.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Strong leadership has led to an inclusive school community, in which all are accepted for themselves. The school values are summarised as faith, family and friendship. Leaders explain this as, 'welcoming to all under the umbrella of our faith'. These values are supported by biblical teachings, as are the five component parts of the vision. Pupils visit these biblical roots during worship, their understanding supported by appropriate actions. The overarching biblical root to the vision is more recent and built on prior values and the motto. A stand-alone vision statement explains its links to the motto of 'faith, family, friendship.' Pupils are unfamiliar with the overarching vision's biblical inspiration and how this links with the core values and to themes in worship. However they articulate the biblical roots to the key components of the vision. Policies do not reflect the biblical roots of the vision and the vision is not explicitly shaping school improvement.

Governors regularly visit the school and they have a good understanding of the needs of the community. The biblical teachings are the basis for decision making, with children as the priority. Christian distinctiveness is a prominent part of headteacher reports to the governing board. However, governors are not monitoring the impact of the overarching vision and supporting biblical teachings, in a systematic way. Staff interpret the vision as 'a happy family'. They explain their role as 'leading children through Christ and through God's plan'. They value the importance of prayer to pupils and adults, with worship being at the heart of the school. Staff know that their wellbeing and that of pupils is a high priority, 'always supported by our Christian family through challenges'. Leaders summarise the focus on faith and family as, 'God in our minds, children in our hearts and each other in our hands'. Parents and carers are highly supportive and speak of the school as 'a school for all'. They enjoy their children sharing Bible stories and messages from worship, with some children praying at home. They also endorse the way the values and ethos are integrated into classes. The school is chosen by some parents and carers for the Christian ethos. Staff are approachable, caring and compassionate. One parent/carer spoke movingly about the personal support and care for their children given, in particular by the family worker, during a deeply traumatic time. The school allows talents to flourish and provides for all needs.

Pastoral support is a strength of the school as it allows pupils to live out the values. Specialist support staff work with vulnerable pupils, especially those with emotional needs, supported by the school therapy dog. Attainment is high and pupils make good progress, reflecting the focus on each child as an individual. Many vulnerable pupils make good progress from their starting points. Pupils are welcoming and friendly, showing a high degree of respect for all. Behaviour is exemplary, reflecting a policy of forgiveness and trust. Pupils relate their behaviour to the values, understanding they have a responsibility to take care of each other. The evident acceptance of difference results in an embedded sense of belonging for all, including those of faith and those of no faith. The curriculum is creative and based on texts that are selected to support that aim. A link with a school in South Africa is promoting pupils' understanding of Christianity as a global faith, including global issues such as extreme poverty. Pupil voice is strong through regular opportunities to share their views with adults. Pupils engage in social action projects, such as Fair Trade, the local foodbank and a local hospice. A pupil started their own fund raising for the hospice, which then became a crowd funding item. Pupils take on a range of responsibilities such as school councillors and the values group supporting class worship. Pupils apply for these positions, helping them learn life skills. They choose values champions from their peers, demonstrating understanding of the values displayed on the values tree.

Worship is at the heart of the school, providing a spiritual basis for the day ahead. Inspirational worship is led by a variety of adults, including the rector and the curate. Reflection during worship is a priority. Pupils worship through song each week, articulating this as knowing Jesus through the songs and praying through music. Pupils value worship as a time they come together. They speak of the candle as showing 'God is with us'. There is a high degree of pupil participation, with pupils confidently responding in prayer. The biblical roots of the values are told through hand actions, and are seen in reading bible texts and pupils saying their own spontaneous prayers. Pupils have a good knowledge of Bible stories, including messages from parables and Pentecost. Although the values group support development of the meaning of the values, pupils are not independently planning and leading their own acts of worship. They are aware of some aspects of Anglican liturgy, including a basic awareness of the Eucharist.

Links with RE are strong, illustrated by the Christmas Journey day, a living out of the journey of Mary and Joseph. This is an innovative way to facilitate pupils' understanding of the Christmas story. Adults from local churches and the community and real donkeys were part of the day. Pupils shared their individual highlights, for example when they walked through the nature trail in the grounds 'hanging our Christmas prayers'. These prayers reflect pupils' understanding that not everyone in the world has a positive celebration. The impact of the day was summarised by an older pupil as 'without knowing the true meaning of Christmas, it defeats the purpose of celebrating it'. Pupils regularly pray, both formally and spontaneously and show an excellent understanding of the value and purpose of prayer. They appreciate the quiet areas inside and outside that encourage their personal spiritual development. Pupils have a good age-appropriate understanding of the Trinity. They explain it in their own words as, 'God created the world, Jesus freed us from sin and the Holy Spirit is with us all.'

Pupils value and enjoy RE, which is delivered as an academic subject. It is beginning to develop deeper thinking and supports respect for difference and diversity, challenging misconceptions. Assessment is frequent and rigorous, including pupil feedback. Pupils make good progress and standards are in line with those of other core subjects. It is mainly taught by one teacher and the curate supports lessons and helps to teach key Christian concepts. The delivery of RE facilitates contributions from vulnerable pupils. It enhances pupils' awareness of similarities and differences between Christian belief and a range of living world faiths.

Headteacher	Jo Hirst
Inspector's name and number	Pat George 845