

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Livesey Saint Francis Church of England School	
Address	Cherry Tree Lane, Cherry Tree, Blackburn, BB2 5NX
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>As a church school, we aspire to live life in all its fullness: Loving Faith. Loving People. Loving Learning. Following the footsteps of Jesus.</p> <p>I have come to give you life in all its fullness. John 10:10</p>
Key findings
<ul style="list-style-type: none"> • The distinctive Christian vision, designed by and for the community it serves, is known by all and drives the work of the school. As a result, an ethos is created where pupils and adults are enabled to flourish. • Leaders, including governors, and staff, apply their Christian vision wisely and sensitively to ensure they provide for, and meet, the learning and spiritual needs of all learners. • Relationships within and beyond the school are guided by the nine qualities of the fruits of the Spirit. This means that all are treated with dignity and respect and live well together. • Worship is a special time where all come together. There is a strong, mutually beneficial relationship with the church. Pupils have a thorough understanding of aspects of Anglican practice but are less familiar with the many different ways that Christians worship in this country and around the world. • Pupils enjoy religious education (RE) and know about Christianity as a living world faith. They are less familiar with other major world religions and worldviews.
Areas for development
<ul style="list-style-type: none"> • Ensure that RE enables all pupils to develop a secure knowledge and an understanding of major world religions and world views as well as Christianity. • Ensure that pupils have access to their own work in RE so they can revisit it to see the progress they are making and to reflect on their learning. • Provide opportunities for pupils and adults to learn that Christians worship in different ways. This is so that pupils develop an appreciation of the diverse ways that people worship.



Inspection findings

This is a warm and welcoming school with a big heart. The distinctive Christian vision was designed to meet the specific needs of the pupils and to ensure they lead fulfilling lives. Stakeholders were widely consulted. The vision is known by all and drives the work of the school. The new visual depiction of the vision is designed to encapsulate many aspects of its work. Through the dedication of leaders, staff, pupils, and indeed parents and carers, everyone is enabled to develop spiritually and to flourish. The importance of catering for the whole child and their wellbeing is at the forefront.

There is a strong relationship with St Francis Church. Regular visits to the church provide spiritual experiences. Members of the congregation volunteer in school to reinforce the link. Leaders have developed a strong, mutually beneficial relationship with the diocese. They readily accept advice and support for their authentic Christian leadership of the school. Amongst other things, leaders have engaged with the diocesan equity, diversity and justice programme. The governing board are kept very well informed through the especially wide-ranging and comprehensive reports the headteacher provides. Governors regularly visit school to assure themselves of the accuracy of the reports. Many members of the board had training on governing in a Church school. Driven by the Christian vision, the school is outward and inward facing, engaging with a wide variety of external partners. For example, they have attained Global Neighbours, mental health and science awards.

In line with the Christian vision, the curriculum for each class is planned in detail to ensure that the whole child is catered for. This includes, for example, opportunities to support their spiritual development, visitors to inspire career aspirations and decisions about the charities they support. The nearby public library is regularly used. Leaders do not rest on their laurels and keep up-to-date with the latest evidence-based research. The comprehensive teaching and learning policy is an outcome of this. This ensures they are providing the very best for all pupils. Professional development has a high priority, for staff at all levels.

Abiding by the vision, provision for vulnerable pupils and those with special educational needs and disabilities (SEND) is undoubtedly a strength. Leaders have formed a team around them and carefully check impact. Adults are conscious of, and cater for, the variety and sometimes transient nature of vulnerability that children may experience. Staff know individual pupils and families very well, and provide appropriate support. Leaders very carefully consider what is best for the pupils and implement this. They have equally rich opportunities to develop spiritually. Parents wholeheartedly praise the love, care and devotion their children are afforded. As a result, the school has built up a very good reputation amongst parents and carers. As one parent said, sending her child to this school 'changed my life'.

Behaviour is good. Even the youngest children know the essential qualities of the fruits of the Spirit that guide relationships. Pupils feel safe at school and are not aware of any bullying and parents and carers agree. Amongst other things, the headteacher carries out regular checks to ensure pupils are safe when using the internet in school. There is admirable communication with parents and carers and they feel involved in school life. For example, the annual programme of events is published at the beginning of the autumn term. Opportunities to promote the spiritual development of all are included. Parents are keen to express their high opinion and are unanimous in their praise. They said their children are cared for and the best is done for them. As one parent said 'all teachers genuinely love the children'. Those families who follow faiths other than Christianity are equally delighted with the ethos. One said 'they are proud their children have become such caring people and have learnt how to treat others'. Leaders conduct systematic pupil and parent surveys. The




outcome of these demonstrate high levels of satisfaction. Likewise, staff express their wholehearted enjoyment of working at this school. Leaders care for them notably well. They are happy and safe here, and supported by each other. They agree that this community is like a second family and is a 'vital part of their lives.'

The school's Christian vision motivates leaders to provide a variety of opportunities for pupils to take on leadership roles. For example, even the youngest children are valued members of the school council, and they benefit from reading with the older librarians. Knowledge about social action inspired one pupil to make sandwiches for homeless people.

Collective worship is carefully planned and is a very special and spiritual time for all to come together. The pupil 'worship wardens' are able assistants, helping with the music and delivering Bible readings. Adults and pupils sing joyfully. Pupils spontaneously and confidently offer to say prayers. Each class takes turns to evaluate worship. Prayer is a natural and very important feature of school life, for pupils and adults. The hall and each classroom have attractive reflection areas, used as a focus for classroom worship and to write prayers. The vicar is a welcome visitor in school, regularly leading worship. He advises on appropriate Bible stories to use. During covid lockdowns he provided virtual worships and dropped in to RE lessons virtually. Pupils are familiar with aspects of Anglican worship but have few opportunities to understand that Christians worship in different ways.

Displays, or working walls, in classrooms are an indication of the very high status RE has. An enquiry-based curriculum is followed. Leaders have ensured there are a wide variety of interesting learning activities in lessons. Christianity is the major faith taught. World faiths are covered, but not in sufficient depth. World views are encountered in the wider curriculum. Pupils think it is a useful and important subject to study. Lessons provide a safe space for them to discuss and reflect on various topics, including the way faith and spirituality influences people. They know they must respect people of all faiths and that everyone is welcome in their school. Most of the pupils' work is collected in whole class books. These provide a very good record of teaching and learning. However, much is not accessible to pupils and they are unable to revisit their work. The RE leader has regular opportunities to monitor and evaluate the subject. During the inspection, the vicar was helpfully supporting RE. Pupils in the Reception Year articulately described their learning about Mary and Joseph. Year 2 pupils thoroughly enjoyed an exciting and interactive outdoor lesson.



	The effectiveness of RE is		Good	
	<p>Good teaching means that all pupils, including those with SEND, engage fully in lessons and make good progress. Teachers know the progress individual pupils are making, but pupils themselves are much less aware. Lessons are engaging, pupils talk about what they are learning and say RE is interesting and enjoyable. The school self-evaluates RE as good and the inspection found this to be so.</p>			
Information				
School	Livesey Saint Francis Church of England School	Inspection date	8 December 2022	
URN	119423	VC/VA/Academy	Voluntary aided	
Diocese/District	Blackburn	Pupils on roll	192	
Headteacher	James Kewley			
Chair of Governors	Nicola Duffy			
Inspector	Janet Tringham	No.	2134	