

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dawpool CE (VA) Primary School			
Address	School Lane, Thurston, Wirral CH61 0HH		
Date of inspection	22 nd November 2018	Status of school	VA primary
Diocese	Chester	URN	105078

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

Dawpool C E (A) Primary School has 235 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. It serves a socially and economically advantaged community, but draws children from a wide range of social backgrounds. The proportion of pupils with special educational needs and disabilities is below national averages. Staffing has been stable since the last inspection, other than the appointment of the headteacher in January 2016.

The school's Christian vision

The Dawpool community is united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children experience the abundant life that Jesus offers.

Key findings

- The clear and uncompromising vision is brought to life in a real and relevant way. It shapes all aspects of school life resulting in innovative practice that transforms lives.
- The commitment to ensure that all pupils make at least expected progress from their starting points and flourish both academically and spiritually.
- The unique curriculum for Christ-likeness, fusing learning powers with the Fruits of the Spirit and Christian values. This is all taught in the context of the person, love and work of Jesus and leads to life-enhancing experiences for the pupils whose spiritual development is remarkable.
- The development of all staff is a high priority, as a result staff are well-trained and supported. This has contributed significantly to the school becoming a centre of excellence with other church schools in the locality.

Areas for development

- To build on the work being done to deepen the pupils' understanding of their global neighbours, so as to broaden their horizons, and allow them to learn from diverse communities.
- To enable pupils to engage with the Eucharist in creative and innovative ways so they understand that it is an important part of Christian worship.

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

The school's distinctively Christian vision is bold in its ambition to create an environment that reflects the person, love and work of Jesus. It is the result of children, staff, governors and parents working together. All have a clear and personal insight into what the abundant life that the school aims to promote, means to them. They all have the same theme in common: the children and how they should be thriving and flourishing. All leaders, including governors, are committed to the school being a centre of excellence where professional development is valued, and is an integral part of school development. Senior leaders have completed the Christian Leadership Programme, and there is a 'Valuing all God's Children' lead teacher. Collaboration with local schools has resulted in innovative practice being disseminated such as the sharing of rigorous assessment procedures for Religious Education. The school is led by an inspirational headteacher who has aspirations to share this practice at a national level. He is ably supported by the deputy headteacher who has led Religious Education, developing good practice that has resulted in exceptionally high attainment. Governors are rigorous when monitoring the school's effectiveness as a church school. They hold the headteacher in the highest regard, acknowledging that he has been instrumental in developing the Christian vision. Pupils are able to articulate how the vision enables them to grow as reflective, spiritual individuals. One gave the example that she tries to think about what Jesus would do in given situations. This is not limited to academic achievement, but extended to their development as whole human beings. Every child is encouraged to find their particular aptitude or talent and fulfil their potential. All staff seek to help them find their purpose and experience an education where nothing holds them back. They are well supported by the local church where relationships between the clergy and the school are exceptionally strong. This link is appreciated by children, their families and members of the congregation alike. Worship for parishioners is enhanced when the pupils are present when leading worship at different times of the year.

Pupils benefit from the close work that both church and school undertake, especially the weekly visit from clergy. The vicar's commitment to the school is considerable and this results in both parents and staff knowing that they are spiritually supported. Pupils in the worship and ethos group are fully involved in the planning and delivery of worship on a weekly basis. A familiar format is used to enable them to do this independently. As a result, they show an understanding of liturgy and follow Anglican practices with confidence. Christian symbols are used and explained and all pupils are invited to respond and they do so with impressive maturity. Worship is inclusive and invitational. The school's journey through the Bible, with their weekly focus on the different books, is inspirational as it provides pupils with the opportunity to develop a wealth of knowledge that exceeds their years. Nothing is forced and there is an understanding that it is acceptable for pupils to choose not to participate, as long as everyone is respectful.

The Christian vision is central to the curriculum that claims to be a curriculum for Christ-likeness. Learning powers, such as resourcefulness, reasoning and resilience are interwoven with the Fruits of the Spirit and Christian values. Together they form the basis for all curricular and extra-curricular provision. This inevitably enables pupils to reflect and explore the spiritual and ethical dimensions of all subjects and

learning experiences. The person, the life and the work of Jesus are used as a foundation and reference point for all policies and practices. The unique academic and spiritual needs of all pupils are met through the fully inclusive curriculum. Recent data shows that all pupils, including those who are both most vulnerable and most able, make at least good progress from their starting points. This is due to outstanding teaching and creatively funded, well resourced, expertly planned interventions. Staff ensure that any barriers to inclusion that might limit the life chances of pupils are significantly reduced. Through inspirational teaching, pupils develop into reflective people who have the confidence to ask high level questions and confidently articulate their reasoning. This includes the consideration of current affairs and issues related to injustice and discrimination as well as challenging prejudicial behaviour within the school community. The pupils' love of learning and appreciation of the close-knit community in which they learn results in attendance that exceeds the national average.

The range of activities and pupil responsibilities available to them helps to develop their aspirations and self-esteem, for example, the development of mindfulness that allow pupils to be aware of themselves and their emotions. They are resilient and comfortable to show their vulnerabilities, asking for help when needed. Parents speak passionately about the Christian vision being lived out in a very personal way. Families are supported where necessary, and every child is valued and celebrated as a child of God. When questioned, all parents spoke respectfully of staff and how they all go above and beyond to ensure all pupils are happy. A desire to help others is developed in the pupils who look for ways to serve and support each other. They have a genuine concern for tackling injustice and plan events to support both national and global charities. One such charity is the Direct Rainwater Intervention Project (DRIP) in Uganda.

Pupils are taught how to live well together. They are confident in the adults' ability to keep them safe and endorse respect and tolerance. The new anti-bullying policy which is fully in line with the school's Christian vision, has been collaboratively developed. It supports pupils' self-esteem and promotes forgiveness and reconciliation. Pupils have a voice and are encouraged to use it. They discuss their wellbeing with maturity and understanding and demonstrate a willingness to 'bend' when necessary, to avoid confrontation. They embrace differences and make allowances for each other and are comfortable as the person God made them to be. The staff feel completely valued and supported by the school leaders who make deliberate efforts to address their work-life balance. As a result they are empowered to carry out their role to a very high level of professionalism. The abundant life promoted by the Christian vision extends to the staff who clearly love their school and are committed to working hard to make it the excellent church school that it is.



The effectiveness of RE is Excellent

ONLY The use of the Chester diocesan syllabus, enhanced with the 'Understanding Christianity' materials, ensures that all pupils have rich RE learning experiences that develop their knowledge of Christianity and other world faiths. The school leaders ensure that RE provision reflects the Church of England Statement of Entitlement. The RE lead supports teachers to deliver purposeful and engaging lessons that facilitate pupils' theological understanding. They challenge and support pupils' exploration of religious beliefs and practices. Pupils have opportunities to question their own and others' faith and are respectful towards those who have none. Pupils speak enthusiastically about their exciting RE lessons that are evidenced in creative floor books (KS1) and individual books for personal reflection (KS2). Attainment and progress are outstanding across the whole school, exceeding the outcomes in all other core subjects.

Headteacher	David Burrows
Inspector's name and number	Joanne Abram 931