

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Holy Spirit Catholic and Church of England Primary School

#### Vision

‘To love tenderly, act justly and walk humbly with God.’ Micah 6:8

Holy Spirit Catholic and Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The school’s highly relevant Christian vision is at the heart of leaders’, including governors, strategic decisions. Therefore, it positively influences the daily experience of adults, pupils and families.
- Relationships are empowered by and infused with the Christian vision. This supports adults and pupils in their personal, academic and professional development, mental health and wellbeing. It results in Holy Spirit being a harmonious and safe community.
- Leaders have established creative and exciting programmes of learning and additional activities that expand pupils’ horizons and make them eager for each school day. This includes those pupils with special educational needs and/or disabilities (SEND) and those who may be vulnerable or disadvantaged even temporarily.
- Thoughtfully planned, collective worship enriches the daily experience of adults and pupils. It reflects the beliefs and practices of the Christian communities that the school serves. Through exploring the school’s chosen values and a range of feasts, festivals and traditions, worship nourishes knowledge, understanding and spiritual growth.
- Religious education (RE) is carefully managed and led. Programmes of learning strive to provide pupils with an accurate appreciation of world religions, including Christianity. Learning is augmented by a rich offer of visits and visitors.

#### Development Points

- Develop a shared understanding and language with which to plan, capture and express spiritual moments. This is so that adults and pupils are more fully supported in their personal spirituality and growth.
- Implement the relevant curriculum developments in RE locally and nationally. This is in order that pupils continue to experience learning that is balanced, sequential, challenging and of a consistently high quality.



## Inspection Findings

Holy Spirit is a primary school inspired by its Christian vision and associated values. The school is at the heart of its local community and the Christian traditions that it serves. Leaders, including governors, act humbly and lead by example in order to support the neighbourhood and worshipping communities of Leasowe. Consequently, adults and pupils have the opportunity to grow in knowledge, understanding and personal and professional wellbeing. Regularly reconsidered, the vision remains relevant to the school community. It is the daily touchstone by which leaders, including governors, assess their decisions and actions. Leaders at all levels ensure that they are well-informed in order to expertly develop and uphold the school's distinctive Christian character. They successfully accomplish this through liaison with diocesan partners, advisers and networks. The result is thorough and thoughtful self-evaluation, constructive challenge and support that empowers and shapes the daily life of the school community. As a result, Holy Spirit protects, supports and nurtures both adults, pupils and families in their learning and wellbeing.

Adults ensure that pupils are enriched by both their formal learning and an extensive programme of additional activities. Specialist teachers of art, science and PE heighten pupils' experiences and, together with other learning, challenge pupils to be hardworking, curious and creative. Therefore, they surpass their personal expectations. Visits, visitors and lessons bring learning to life and expand horizons. Collectively, this contributes exceptionally well to pupils' opportunities for spiritual development. However, the lack of a clear language to articulate spirituality means that pupils, and adults, often lack the ability to express their experiences with confidence. The school's vision inspires its approach to inclusion. Leaders act justly to ensure pupils are carefully and discreetly supported on a daily basis so that they are able to learn. This includes those with SEND or who may be vulnerable or disadvantaged even temporarily.

Thoughtfully planned collective worship creates a memorable start to each school day. Adults and pupils recognise it as an opportunity to gather and make time for God and each other. Without compulsion, it invites those present to engage with the Bible, prayer, worship songs and personal reflection. Leaders, including the pupil faith ambassadors, ensure that the practices of both the Anglican and Roman Catholic churches are faithfully represented. In this they are supported by Chester and Shrewsbury dioceses who partner in providing pertinent advice and training. Local clergy facilitate regular Eucharistic services and Mass. Harvest, Advent, Christmas, Christingle, Lent, Easter and Pentecost are highlights of the worship life of the school community. Careful explanations and embedded routines empower adults and pupils in their deep appreciation of the breadth of Christian beliefs and practices. Pupils recognise and are excited by how worship changes to reflect the importance of the different Christian seasons. Highly relevant and ever-changing classroom reflection spaces encourage pupils to deepen their personal responses to worship themes. Pupils understand how worship significantly contributes to individuals' spiritual growth allowing time for contemplation and considered responses. As the overall school language to express spirituality is underdeveloped, pupils sometimes lack the ability to articulate their spiritual flourishing. However, responses captured during the inspection clearly indicate that worship significantly supports spiritual flourishing. This reflects the outcomes of leaders', including the faith ambassadors', rigorous and regular monitoring.

Leaders and adults ensure that each individual is treated as a cherished child of God. In this they are guided by the vision and the Christian values of love and respect. Barriers to being involved and successful in the school community are addressed. This encourages each person's wellbeing, mental health and dignity. Leaders



acknowledge that for pupils to flourish, the adults that surround them must be confident and capable. Staff members are highly appreciative of the personal care and professional support that they receive. This maintains their enthusiasm and enhances their expertise for the benefit of pupils. The support for adults includes parents and other family members. Parents are grateful for the manner in which the school intuitively knows when they need 'that little bit extra.' The family liaison worker and professional counsellors signpost families to additional agencies so that support for physical and mental wellbeing can be accessed. The impact of the well-considered and effective support can be seen in the quality of relationships throughout the school. Courtesy, harmony and smiles abound. Pupils know that they are important to each other and to the adults around them.

The essence of the school's carefully chosen and impactful vision statement is to create a culture of justice and responsibility. It encourages each individual to follow in the footsteps of Jesus' example. Adults model and pupils adopt fair and equitable behaviours. All pupils belong to one of four vertical groups known as a family and each with a contemporary role model. The groups add an additional layer to the quality of relationships and sense of collective responsibility throughout the school. This empowers the secure appreciation of pupils being responsible for themselves, others and those in the wider communities who require their intervention. The five pupil ambassador groups that pupils in Years 2 to 6 belong to, encourage pupils to be proactive in their approaches. Faith, eco, wellbeing, school of sanctuary and rights respecting ambassadors work democratically to plan termly projects. In this way, pupils are learning about and becoming increasingly intuitive and independent agents for social change.

The teaching of RE is of a consistently high standard throughout the school. This is because teachers have adequate time in which to encourage pupils in their rich and deep understanding of their learning. Pupils make good progress in the subject because they retain and revisit themes in order to build upon prior learning. Assessment is carefully managed and includes moderation with other schools. It provides leaders and pupils with an accurate understanding of the progress that is being made and how to encourage even higher standards.

Candle lighting and commencing learning with moments of prayerfulness endorses the importance given to RE. Schemes of work are bespoke to the school and deftly crafted to engage pupils in their learning. Planning is in place to ensure that RE can continue to reflect the most recent curriculum recommendations. Learning is challenging and well-sequenced enabling pupils to learn about a range of worldviews and religions including Christianity. Local clergy actively support learning about Anglican and Catholic Christians. In this way, pupils grow in their appreciation of Christianity as a varied and global faith. Visitors from a range of world religions support RE lessons and focus days. This successfully enhances pupils' awareness and understanding of the great diversity of ethnicity and religious practice beyond their locality. Visitors bring learning alive through their personal experiences. The capable RE leader provides practical support to colleagues to ensure that they are highly effective in their teaching. This leads to pupils who are enthusiastic and take pride in their work. They use complex religious vocabulary with accuracy and confidence from the outset because they are trusted and encouraged to do so.

## Information

Address	Gardenside, Leasowe, Wirral, Merseyside. CH46 2RP		
Date	4 March 2025	URN	136124
Type of school	Voluntary aided	No. of pupils	198
Diocese	Chester		
Headteacher	Joanne Cartmell		
Chair of Governors	Kate Dolmor		
Inspector	Fiona Ashton		