Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Wilfrid's Church of England Primary School

Vision

Love God, Love Each Other, Love Learning.
Our distinctive Christian vision is to follow Jesus' example, enabling all members of the school family to live and love fully. We believe God loves us all and we develop understanding of the Christian faith and the teachings of Jesus, helping all to flourish in daily life. Rooted in our core Christian values of Wisdom, Perseverance, Trust, Creativity, Respect and Kindness, we provide a safe and supportive environment where children are encouraged to aim high in their academic, personal and spiritual development. We strive to be a school community where everyone belongs, contributes and is equipped to impact the world beyond, demonstrating kindness and love. Through their behaviour and attitudes.
Let all that you do be done in love. (1 Corinthians 16:14)

St Wilfrid's 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.

Notable Strengths

- Renewed and invigorating, the Christian vision is known and understood by adults and pupils. They appreciate that using it to guide their policies, decisions and actions improves their school and encourages personal, professional and learning growth.
- Relationships at all levels are a strength of St Wilfrid's. They support individuals to develop their love of learning alongside their love for each other. Respect and kindness dominate conversations and reinforce leaders', including governors', commitment to creating a school where individuals are helped to flourish.
- The care and support for individuals' wellbeing and mental health exemplifies the vision in action. It is personalised, supports adults and pupils, addresses vulnerabilities and reduces challenges.
- Collective worship provides people with daily opportunities for moments of calm, reflection and engagement with God and each other. Carefully planned, it makes a difference to the community by supporting personal faith and different beliefs. It enhances personal spirituality and offers something for everyone.
- The religious education (RE) curriculum encourages pupils in their knowledge and understanding of worldviews and world religions, especially Christianity. It excites pupils, and through it they explore diversity beyond their locality.

Development Points

- Develop planned opportunities for exploring spirituality through the curriculum. This is to empower and support pupils' personal spiritual flourishing.
- Expand pupils' understanding of justice and responsibility. This is to help them recognise and better appreciate how to respond to injustice.
- Strengthen assessment in RE so that pupils know what progress they are making and how to fulfil their learning potential.

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Inspection Findings

Vision and Leadership

The Christian vision guides and energises the daily life of St Wilfrid's school community. This is because it is known and relevant. It shapes policies and underpins both long-term and daily decisions, actions and responses by adults and pupils. The Christian value of 'love' provides the golden thread that draws the school community together. It helps school leaders to identify and respond to the needs of pupils, families and adults. Leaders are acutely aware of the community that they serve and provide the support and challenge that encourages individuals to achieve their potential. This includes enabling staff to grow professionally for their personal satisfaction and to better support pupils' wellbeing and learning. Leaders, including governors, know the vision's impact because they formally and informally monitor and evaluate its influence. In doing so, they gather feedback from pupils, families and staff. This reinforces that St Wilfrid's wants each person to feel a sense of belonging and recognise the contributions they can make.

Vision and Curriculum

Throughout the school, adults support and nurture pupils so that they can grow in their love of learning. Inspired by the vision, they help pupils explore and discover their strengths and maximise their school experience. This includes pupils who have special educational needs and/or disabilities (SEND) or who might be considered vulnerable. Tailored support provides pastoral and learning assistance that maximises individuals' readiness to learn. The focus on the outdoors enriches the learning experience and encourages pupils' creativity, perseverance and understanding of stewardship. Work to establish a whole school appreciation of spirituality is beginning to bear fruit. Adults capture spontaneous moments of spiritual excitement and encourage pupils to find joy around them. For instance, one pupil marvelled at the autumn colours of leaves, while another was amazed to see a squirrel on the school field. However, the school's overall approach to exploring and developing pupils' personal spirituality through formal learning is not embedded. As a result, important opportunities for pupils to flourish spiritually are less developed. Adults respond to pupils' suggestions, talents and interests in developing the extracurricular offer. Arts, joyful play and activities that develop sporting and musical talent abound. School leaders actively encourage pupils to participate so they can build their experiences.

Worship and Spirituality

Worship is at the heart of each school day. Without compulsion, it offers adults and pupils opportunities to gather, listen and reflect in different groups and settings. This deepens their experience of meaningful worship and supports their spiritual flourishing. Established routines and words help individuals to recognise, engage in and respond to the weekly worship themes. Drama, modern retellings and song bring Bible stories and the worship messages to life. Careful planning ensures that worship is accessible to pupils, including those who have SEND, so that they can focus on its meaning. This helps people make informed decisions as they consider the personal challenges invited as worship takeaways. For example, how will you be kind today? Prayer and reflection spaces throughout the school create additional foci for quiet contemplation that nurture personal spirituality. Leaders know the impact of worship because they evaluate it rigorously and adapt practices accordingly. Following the Christian calendar, worship helps the community appreciate the meaning of feasts and seasons. This includes Christmas, Easter, and Pentecost. It offers opportunities for Eucharist, Remembrance, and Harvest services. The close, mutually enriching relationship with the local church supports these occasions, making them highlights for pupils, their families and the wider worshipping community.

Vision and School Culture

Central to this welcoming and nurturing community is the vision-inspired focus on perseverance, trust, respect and kindness. These values support and sustain strong relationships at all levels as the bedrock of St Wilfrid's. This creates a harmonious community where individuals flourish in a safe, supportive environment. At the heart of this approach is the emphasis on sustaining good mental health and wellbeing. Adults use a range of strategies to support individuals when they face challenges and vulnerability. These include building school expertise and adapting spaces to give individuals time to regulate their emotions and understand themselves and their challenges. Adults appreciate that leaders and colleagues are as attentive to their needs as to those of pupils and their families. Pupils recognise their responsibilities towards their peers as enabling

each other to ‘be safe, be kind and aim high.’ They demonstrate this as naturally during social times as they do during learning. Orchard provision at both ends of the school day extends pupils’ experience of the school’s nurture, care and fun.

Vision, Justice and Responsibility

St Wilfrid’s is a community with an active culture of justice and responsibility. A key part of adults’ approach is that pupils know they have a voice within the school. The numerous leadership responsibilities available endorse this and give them the scope to pursue their interests and express their opinions respectfully. School councillors, worship team members, house captains, and other roles exemplify pupil leadership opportunities achieved through election, application and/or adult encouragement. They take on responsibilities with pride and apply wisdom to their decisions. For example, they research and choose the charities that the school supports. Pupils appreciate that equity requires treating individuals with the dignity they deserve. They apply this kindly with their peers. They also value the opportunity to show hospitality and respect to senior neighbours through the regular community teas. Collective worship, classroom learning and seeing the vision in action each day help pupils recognise justice within their school. However, they are less confident in recognising injustice and knowing how to respond to it beyond their immediate circumstances.

Religious Education

RE is at the centre of learning at St Wilfrid’s. Taught exclusively by class teachers, it boosts pupils' enjoyment by making learning exciting and challenging. Carefully planned and well-sequenced, the curriculum encourages pupils to explore the reasons behind the beliefs and actions of people of different faiths. Pupils recognise lessons as safe spaces to share opinions and explore ideas. The curriculum balances world religions and worldviews, with Christianity at its core. Pupils enjoy the variety in their RE learning, which encourages them to approach it as developing theologians, philosophers and social scientists. Key Stage 1 pupils are enthused by the Torah, recognising that it was Jesus’ holy book. Older pupils are intrigued by stories from Islam that teach believers to notice and value others. Curiosity is sparked and encouraged within RE. A pupil described this as being a ‘religion asker.’ As a result, pupils can explain the subject's relevance to their lives and others'. This enriches and strengthens their appreciation of diversity within wider society. Visits and visitors enhance this provision and extend its lasting impact and relevance for individuals.

Pupils enjoy learning RE because adults with secure subject knowledge teach it well. The subject leader supports colleagues in adapting their teaching to enhance pupils’ learning. Teachers know pupils' progress in RE because they assess work regularly and accurately. They record creative, oral and written contributions, recognising that not all pupils demonstrate their learning in the same way. This particularly supports pupils who have SEND. However, assessment does not routinely guide pupils on how to improve their learning or on the progress they are making. As a result, pupils do not always know how to achieve their potential in RE.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Penny Stone Road, Halton, Lancashire, LA2 6QE		
Date	14 October 2026	URN	119529
Type of school	Voluntary aided	No. of pupils	212
Diocese	Blackburn.		
Headteacher	Mark Curwen		
Co-Chair of Governors	Anja Bebbington and James Dunbar		
Inspector	Fiona Ashton		

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