

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

St Stephen's Tockholes Church of England Primary School	
Address	Rock Lane, Tockholes, Darwen, BB3 0LX
School vision	
<p>As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.</p> <p>'I can do all things through Christ who strengthens me' Philippians 4: 13</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision is a source of personal inspiration that radiates its deeply Christian foundations as it guides the school's work. Astute leaders, including governors, expertly monitor and evaluate the impact of the vision. This results in pertinent actions that purposefully drive Church school development, leading pupils and adults to flourish.</li> <li>• Dynamic and well-considered partnerships, including those across the federation, vitalise the school. These meaningful collaborations enhance collective worship, enrich religious education (RE) and increase leaders' capacity to bring the vision to fruition.</li> <li>• Vibrant and inclusive collective worship promotes a sense of community and fosters curiosity as people meaningfully engage with the Christian faith. The pupil ethos team offer profound reflections within worship and skilfully lead opportunities for interactive prayer throughout the day. As a result, people flourish spiritually.</li> <li>• Supportive relationships warmly infuse the school's culture and powerfully realise the vision by enabling leaders to identify barriers to flourishing. Tailored provision for mental health, wellbeing and pupils with special educational needs and/or disabilities (SEND) leads to transformation for many.</li> <li>• Pupils access a wealth of extra-curricular opportunities to develop as leaders, take on responsibilities and address issues of injustice. This makes a significant contribution to pupils' personal and character development and enables them to develop as agents for change.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Refine and embed the school's language of spirituality. This is to support pupils in expressing their sense of spiritual flourishing, particularly in relation to the wider curriculum.</li> <li>• Develop the breadth of the RE curriculum so that pupils gain a secure understanding of non-religious worldviews.</li> </ul>	
Inspection findings	
<p>Pivotal to the work of this highly inclusive and warmly welcoming Church school is the Christian</p>	



vision. It powerfully shapes the work of the school and transforms the lives of many. The vision is expressed through the school prayer and carefully selected Christian values. Dedicated leaders, including the notably cohesive governing body, consistently model commitment to the vision through their integrity, passion and kindness. They draw strength from the biblical ideas underpinning the vision that influence their approach to deeply distinctive Christian leadership. From the vision's formation it has directed governors' strategic decisions and actions at a whole school and individual level. For example, governors apply the school's Bible verse when considering how to most effectively support individual pupils with SEND. Robust systems to monitor the effectiveness of the vision enable pertinent self-evaluation that leads to highly effective practice.

Mutually beneficial and joy-filled partnerships enrich the work of the school. Valuable collaborations within the federation increase leadership capacity, support professional development and 'open up the world' by broadening pupils' horizons. For example, pupil and adult leaders across the federation encourage each other to plan and develop inspiring collective worship. This includes cultivating informal links with a Church school in a more diverse context. Consequently, pupil leaders share their expertise and gain confidence through projects that widen their experience. The school enjoys a dynamic and purposeful relationship with Blackburn Diocese. Engagement in training, joint collective worship planning and trialling work for the RE syllabus greatly strengthen Church school development. Close relationships with the local church enrich the worshipping life of the school and enhance RE lessons. Consequently, carefully considered partnerships extend the work of the vision, making a powerful contribution to pupils' personal and spiritual development.

Uplifting and interactive collective worship richly expresses the fullness of the vision, bringing it to life. Inclusive worship offers daily opportunities to enjoy 'sacred space' and invites people to engage as 'part of God's Big family'. This creates a culture of community, rooted in love, where many appreciate the opportunity to participate in Christian worship. Pupils curiously explore the relevance of Bible stories. They demonstrate insight as they consider how to apply Christian values to their own actions and aspirations. Exceptionally well-equipped pupil leaders demonstrate their profound understanding of worship themes through planned and spontaneous prayer and reflection. This helps many to think deeply, feel calm, connect with God and find comfort in difficult times. Collective worship influences the whole of school life. Pupils regularly engage with worship-inspired big questions, personal reflection, and a wealth of indoor and outdoor prayer opportunities. Leaders, including governors, prioritise the spiritual life of the school, regularly monitoring the impact of worship. This results in purposeful enhancements to worship such as making space for times of stillness. Thus, pupils and adults access thought-provoking worship that epitomises the vision, promotes spiritual flourishing and radiates the 'light of Christ'.

The vision to 'open up the world' resounds through the school's curricular and extra-curricular offer. Leaders ensure that pupils, including those with SEND, experience a curriculum that broadens their understanding of our richly diverse world. Any academic barriers to becoming 'the very best they can be' are identified and bespoke support is employed. Pupils access extra-curricular opportunities that enable them to build resilience, develop oracy and grow in confidence. These include clubs, residential trips and performing with peers across the federation at a local theatre. Staff consider subject specific elements of spiritual development. Consequently, pupils enjoy opportunities to appreciate nature, reflect on their learning, deepen self-awareness, explore difficult issues and respond with compassion. Development work is underway to establish a language of spirituality. However, leaders recognise this is not embedded and, through training, are addressing inconsistencies in its use.

Leaders prioritise RE as a high-profile subject in the way they organise lessons to maximise staff to pupil ratios. Co-leadership of this subject, and a strong commitment to engaging with diocesan support, enhance subject leader development. As a result, the progressive and well-balanced RE

curriculum enables pupils to learn about a range of world religions. Pupils gain a sound understanding of key Bible stories and how these link to Christian beliefs and practices. They understand diversity within Christianity and articulate how baptism is expressed in different ways. 'World faith day', visits to places of worship and informative videos help pupils to understand how people of faith live. Pupils are inspired by the way faith motivates people's actions, for example, when learning about Dr Martin Luther King. However, pupils do not gain a secure understanding of non-religious worldviews. Lessons are creative and engaging, enabling pupils to consider questions of meaning and purpose and ponder their own beliefs. RE is taught by one teacher across the school. However, all staff access RE subject specific professional development to highlight the relevance of RE within the wider curriculum. The RE subject lead uses effective assessment strategies to track pupils' progress and to inform planning. Pupils with SEND are well supported to engage with the curriculum. As a result of high-quality teaching, pupils make good progress in RE.

The vision to 'inspire and nurture all' infuses school life and is embodied by compassionate staff, leaders and governors. Nurturing relationships, nourished by Christian teaching, underpin a culture where people are known, celebrated and treated well. Pupils reflect this by demonstrating kindness and acceptance to one another and restoring friendships when they break down. Staff and outside agencies target provision for pupils with social and emotional difficulties through a range of initiatives and therapies. The 'snug' space, wellbeing breaktimes and 'Treacle the wellbeing dog' offer universal and bespoke assistance for mental health. This leads to transformed relationships, increased self-esteem, enhanced emotional regulation and renewed engagement with education. Staff appreciate how this nurturing culture extends to their own wellbeing. In times of difficulty, they draw comfort from the support leaders offer. Through opportunities for professional development, staff grow in confidence and flourish professionally.

Pupils articulate how the vision 'to become the very best you can be' motivates them to make a difference to others. They learn about environmental matters and social justice through the wider curriculum, worship and by accessing regular, age-appropriate news updates. Through Parliament Week, pupils learn about positions of responsibility and share their viewpoints with people in power. Pupils participate in a range of opportunities to advocate for others through debate club and public speaking. This aids pupils to challenge unethical attitudes towards pertinent personal, local and global issues close to their hearts. The highly successful 'mini police' initiative helps pupils to raise awareness in the local area of the dangers of vaping. Pupils are encouraged and celebrated for independently undertaking responsibilities that make a difference. This includes actions such as litter picking, organising recycling points, sharing tips on conservation and pupil led sponsorship events. Consequently, pupils develop a keen sense of responsibility towards others and are equipped to become bold agents for change.

The inspection findings indicate that St Stephen's Tockholes Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	4 July 2024	URN	119459
VC/VA/Academy	Voluntary aided	Pupils on roll	60
Diocese	Blackburn		
MAT/Federation	Blackburn The Redeemer Church of England Primary School with St Stephen's Church of England Primary School, Tockholes		
Executive Head Teacher	Mark Power Deputy Headteachers: Rosie Barnes and Gill Ross		
Chair	Charlotte Carter		
Inspector	Ali Rice	No.	2103