

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Oswald's Church of England Primary School

Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us:

'Teach children how they should live, and they will remember it all their life.' (Proverbs 22:6)

Our school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

'Life in all its fullness' (John 10:10)

St Oswald's CE 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 Christian vision is highly inclusive and demonstrates the commitment to valuing of all. It is effectively applied in aspects of school life, demonstrating a clear commitment of wanting pupils to thrive. In turn the vision makes sure adults are ambitious for pupils. Pupils' successes are celebrated.
- The impressive extra curriculum guarantees a wide range of opportunities are available. As such pupils are provided with opportunities to shine outside of the classroom.
- Class collective worship is highly valued by both staff and pupils. Younger pupils, in particular, benefit from the feelings of closeness to one another they experience.
- The breadth of the religious education (RE) curriculum is impressive. RE is taught very well. Pupils especially enjoy studying religions other than Christianity.

Development Points

- Fully embed planned opportunities for spiritual development throughout the curriculum. This will ensure pupils have opportunities for spiritual development throughout the school day.
- Develop whole school collective worship so that younger pupils can engage more fully. This is so that they develop spiritually through whole school and class worship.



Inspection Findings

St Oswald's Church of England Primary School is welcoming from the moment you enter the building. The Christian vision is central to decisions affecting both policy and day to day school life. The Christian values of respect, resilience and kindness flow from the vision. Pupils show kindness to each other every day through simple acts such as opening doors and smiling. A desire for all to succeed to the best of their ability means adults are aspirational for pupils. Leaders, including governors, work together to make certain 'no children miss out.' Financial management decisions prioritise use of school resources to enable equality of opportunity across the school. For example, the school's two minibuses are maintained and valued as they enable all pupils to visit Liverpool Cathedral annually. Leaders testify decisions and actions are 'driven by the vision with the end goal of seeing pupils achieve.' For instance, all year 6 pupils benefit from a term of horse-riding lessons. Such activities widen pupils' experiences and aspirations. Careful monitoring safeguards a focus on inclusivity throughout school life.

The broad curriculum is well-thought out, providing opportunities for all 'to shine somewhere.' Staff expertly adapt the curriculum. This means pupils who have special educational needs and/or disabilities (SEND) access it and flourish alongside their peers. Staff have recently considered and planned opportunities for spiritual development throughout the curriculum. However, they require further embedding into lessons. This is so that pupils have opportunities for spiritual development throughout the school day. The range of activities pupils can access outside of lesson time is impressive. Provision is made during the school day for pupils who are unable to join in after school. Pupils are involved in clubs including gymnastics, 'forest fun,' 'draw and talk' and 'feel good' club. Such activities provide opportunities for pupils to try new things and as a result flourish in differing environments. Confidence, positive attitudes and resilience gained transfer back into lessons as pupils apply these to their learning.

Daily collective worship is well planned. It is inclusive and invitational. The lighting of candles, simple liturgy and celebration of Christian festivals means the school's Anglican heritage is reflected. Pupils experience whole school and class worship each week. Pupils' spiritual development is enhanced through Bible stories, singing, prayer and time for reflection. However, younger pupils are not as fully engaged as older pupils. They do, however, particularly enjoy the intimacy of class worship. They speak with confidence of ways it makes them feel 'calm' and 'relaxed.' Staff are also inspired by class worship sessions, noting how they are often 'touched' by pupils' responses. A variety of approaches including puppets, memory verses, drama and big questions engage pupils to think deeply. Pupils' responses to a staff member's childhood memories of the 'sycamore gap' tree led to meaningful reflection on the created world. Pupils value how they 'learn new things' through worship. The use of a 'windows, mirrors and doors' approach is helping pupils look into a story, reflect and respond. The recent adoption of the approach means it is just beginning to impact on pupils' spiritual development.

The school's vision leads to a community where all are encouraged to be resilient and overcome challenges. Staff and pupil wellbeing is prioritised by leaders and governors. As a result, there is a stable staff and a supportive culture in school. Staff work very well as a team, with teaching staff supporting each other through shared coaching. Pupils enjoy school and know 'everyone is included.' They know they are valued and say staff 'always listen.' As a result of this pupil wellbeing is healthy, even when difficult circumstances are experienced. Staff consistently model appropriate interactions and as such pupils 'act in a kind way.' The culture of wellbeing is recognised as 'part of everyday life' at the school. Whole school commitment to helping children talk about anything that is worrying them, means pupils speak about such things to any adult in school. In turn, parents value how their relationships with their children are enhanced by children being supported in this way.



The school's Christian vision is reflected through the wide range of leadership roles available for pupils. They relish the variety of opportunities to hold positions of responsibility throughout the school day. They can be worship warriors, office angels, recycling monitors, peer mentors or members of the ethos group or school council. Such responsibilities result in pupils saying they feel 'mature when helping' and valuing the trust adults place on them. Older pupils understand the meaning of justice. As a 'rights respecting school' they recognise that within school their voices are listened to. Consequently, they seek to contribute to and make a difference in the wider world. Year 4 pupils wrote to the Prime Minister objecting the proposed closure of a local children's hospice. Others give to the local foodbank and volunteer at the community centre. Close partnerships with the church, the diocese and nearby schools enhance school life. As such, pupils benefit from working with others in local schools on a 'social signature' programme to improve their local environment.

RE is highly valued by staff and pupils. It is challenging, well-balanced, sequenced and relevant to pupils' experience. It includes looking at religious beliefs, big questions and their importance to life today. A variety of religions are studied including Christianity, Islam and Judaism. As such RE meets national expectations. Leaders attend relevant courses and ensure staff remain up to date through regular training. As well as weekly RE lessons, activities and events increase pupils' knowledge and awareness of religious issues. Pupils take part in an inter-faith day, gaining knowledge from faith visitors. Christianity is taught across all classes. As a result, pupils talk with confidence about Bible stories and their relevance to everyday life. Pupils' learning is enhanced through regular visits to Liverpool Cathedral, local churches and Southport synagogue. Pupils talk confidently about what they have learnt and enjoy as part of RE. They particularly value looking at faiths other than Christianity, including work on pilgrimage and holy books. Scrutiny of individual books, class floor books, and mini quizzes are used effectively to assess pupils' learning. Staff use feedback to develop pupils' learning through further questions for them to reflect on. Careful monitoring of progress confirms pupils are achieving well in RE. Pupils enjoy tracking their learning using the unit learning outcome plan and look forward to receiving an achievement stamp. Teaching is monitored frequently through lesson observations, with staff working together to maintain high quality.

Information

Address	Roland Ross Avenue, Bootle, Merseyside L30 5RH		
Date	13 December 2024	URN	104900
Type of school	Voluntary Aided	No. of pupils	232
Diocese/District	Liverpool		
Headteacher	Emma Murtagh		
Chair of Governors	Sue Varga		
Inspector	Deborah Smith		