

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Little Sutton Church of England Primary School

Vision

As part of the Samara Trust, Little Sutton Church of England Primary School is 'Reaching Up, Reaching Out' through our school vision. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow – rooted in Christian love. At Little Sutton Church of England School, we aim to equip our school community to REACH their potential by developing citizens who are: Resilient, Engaged, Ambitious, Creative and Healthy. For with God nothing shall be impossible (Luke chapter 1 verse 37)

Strengths

- The firmly embedded Christian vision enables the school to be ambitious and relentless in its drive for success. The vision is understood by the members of the school community and is evident in the daily life of the school.
- Relationships are strong. The inclusive environment where all live well together is key to the school's success in securing rapid improvement. This is in both standards and ethos as a church school.
- Pupils are caring and supportive and aware of the needs of others. They are keen to make a difference and do this by charitable giving and acts of kindness.
- Leaders have a firm understanding of the expectations of the school in relation to religious education (RE). The RE curriculum is diverse and balanced.

Development Points

- Plan opportunities for spiritual development across the whole curriculum to enable rich and reflective learning in all subjects.
- Develop wider opportunities for prayer and reflection across the school day to strengthen pupils' engagement with their personal thoughts and feelings.
- Develop pupils' ability to use their voices to influence change and seek justice locally and globally so that they can become agents of change with a concern for equality and justice.



Inspection Findings

Little Sutton Church of England Primary School lives out its Christian vision with a strong sense of love for all. The vision is embedded across the school, and adults and pupils alike express the impact it has on their daily experiences. REACH (resilience, engaged, ambitious, creative, healthy) supports pupils in identifying how the vision is preparing them for the future. The decision making of the Trustees and the Local Academy Committee (LAC) is driven by the vision with pupils firmly at the centre. Leaders have an ambitious and relentless commitment to the school's distinctiveness as a Church school. The vision of the school and of the Samara trust complement each other ensuring an effective partnership. The shared vision of reaching up and reaching out is also demonstrated through other strong partnerships. The school supports other schools through informal arrangements. For example, the headteacher mentors other headteachers in the cluster. The school also contributes to the sharing of good practice including in the development of RE.

High expectations, rooted in the message of the vision, result in a carefully considered curriculum which enables pupils to achieve. The vision has inspired leaders to ensure that the curriculum is tailored specifically to the pupils at Little Sutton. The impact of this is evident by the progress pupils make and through the pupils' articulation of their achievements. Vulnerable pupils, including those with special educational needs (SEND), are supported well. Interventions are carefully planned by the special educational needs and disabilities coordinator (SENDCO), in conjunction with the class teacher. The emotional literacy support assistant (ELSA) room is highly valued by pupils. They speak of how this is somewhere you can go for help and support. Pupils with SEND are supported at break times with adult-led activities in small groups. This enables pupils to develop friendship skills successfully. Leaders are skilled in evaluating the effectiveness of the provision. There are no planned opportunities for spiritual development across the whole curriculum. As a result, opportunities for more reflective learning are missed. However, pupils benefit from unplanned opportunities for spiritual development, for example, they enjoy accessing the spirituality garden and listening to its wind chimes in the outdoor setting.

There are daily acts of collective worship at the school which are valued and appreciated by adults and pupils. Staff and visitors lead collective worship following a carefully planned calendar. Pupils are actively involved in collective worship and are keenly engaged. Collective worship takes place in school and at church. Parents appreciate the opportunity to take part in services at church. They would welcome the opportunity to take part in worship in school, too. There is a strong partnership between school and the local parish. The vicar supports the school by leading collective worship each week. Pupils consider the opportunity to pray and reflect to be important. They feel supported by prayers for them as individuals at difficult times in their lives. Pupils speak with confidence about their personal understanding of spirituality and can give examples of when they have 'felt it'. They feel that the wicker seating in the 'Nest' area is special. It is a place where they can reflect and think about things in their life. They are keen for opportunities for prayer and spiritual reflection to be expanded across the school day.

Pupils and adults feel cared for, well supported, and listened to. The vision creates a solution focussed culture where there is support for all, underpinned by strong mutual respect. The team at school 'wrap around' members of the school community when they are in need and offer practical and emotional support. This can be through approaches such as affordable uniform, food or emotional support. The support is greatly appreciated by those receiving it. This care extends to parents and carers who feel understood and listened to. They appreciate the extent to which the school will go to ensure pupils are happy, settled and their needs met. There is an 'open door' at the school and there is always someone available to support a parent in need. The Samara trust supports this with robust systems and policies which support the school in creating and maintaining a culture of care for all.

The school's vision directs its wider work on personal development. As part of this, pupils take on roles of responsibility across the school which they carry out with enthusiasm. Some of these roles are part of the organisation of the school. Some are developed specifically to meet the needs of individual pupils. An example of this is the 'Learning Team'. The team model good learning in their classes which supports themselves and others to display good learning. Other roles are developed in response to needs identified by pupils. The 'Nature Leads' were introduced following pupils raising concerns for the environment. As



part of work on 'reaching out', the pupils identified the need to care for the world God created. These pupils feel listened to as their idea has been put into action. The school supports several charities some of which have been chosen by the pupils. Money has been raised for charity outside school by pupils and their families. They are keenly aware of the need to help others in this way. Pupils appreciate the impact of carrying out acts of kindness to help others. They are keen to make a difference and speak of wanting to help others to 'have a better life'. However, they are not aware of how they can challenge injustice or use their voice to make changes locally and globally.

Religious education has a high priority in school and is seen as important. The RE curriculum prepares pupils well for daily life and for the future. It promotes the acquisition of knowledge and an understanding and appreciation of the beliefs of others. For example, pupils speak with confidence about their learning and new understanding of Judaism. The curriculum for RE is balanced and diverse providing activities and a stimulating learning experience which pupils enjoy. Pupils' work in books and 'floor books', demonstrates a well-planned and well-designed curriculum. The school benefits from a strong partnership with the diocese. Advice and training accessed through this partnership supports the development of the curriculum for RE. Pupils are reflective in their considerations of how religion and faith impact on their own lives and the lives of others.

Information

Address	Berwick Road, Little Sutton, Ellesmere Port, CH66 4PP		
Date	08/10/2024	URN	145075
Type of school	Academy	No. of pupils	164
Diocese	Chester		
MAT/Federation	Samara		
Headteacher	Zoe Carciero		
Chair of Local Academy Committee	Michael James		
Inspector	Jill Stratford		