

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Halsall St Cuthbert's Church of England Primary School

Vision

We provide a Christian setting in which all our children can grow in an atmosphere of love and understanding where individual talents are recognised and celebrated.

Our choice of scripture '*Let Your Light Shine*' reflects our aim to empower all pupils to reach their greatest potential through high-quality education and the core values of Respect, Resilience and Responsibility.

Halsall St Cuthbert'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

- A thoughtful, recently crafted Christian vision and associated values breathe life into the distinctive ethos of the school. It drives the decisions of senior leaders in meeting the needs of this rural context. Consequently, this creates opportunity for pupils and adults to thrive academically and spiritually.
- The culture of the school, shaped by the vision, and values of respect, compassion, friendship and service, nurtures pupils and adults. This means that staff feel valued and pupils, including those with special educational needs and/or disabilities, are seen and celebrated.
- The vision-shaped curriculum and wider experiences allow pupils to discover their individual potential and gifts. Golden threads through the curriculum create a strong sense of identity and purpose resulting in a confidence to shine.
- Partnership with the local church of St Cuthbert's enriches the worship life of the school. Together they embrace inspirational and inclusive spiritual moments. This establishes a strong sense of belonging and opportunity for exploration of faith for pupils and adults.
- The Christian vision offers a clear understanding of what it means to be human and thrive. It creates a culture which values a deep sense of responsibility to one another. This shapes behaviour and purpose in looking outwards and seeking the wellbeing of others.

Development Points

- Establish rigorous monitoring and evaluation processes for religious education (RE). This is to ensure that the delivery of the curriculum enables greater progression in learning.
- Embed the school approach to spirituality, so that pupils have more opportunities to consider the relevance of God to life experiences and relationships throughout the school day.
- Support pupils to connect their understanding of responsibility, to learning about justice. This is in order for pupils to recognise and apply their academic skills to champion change that goes beyond fundraising.



Inspection Findings

Vision and Leadership

School leaders have shaped a vision that creates meaning and purpose to education in this closely knit, rural context. It is effective in establishing a culture where adults and pupils are equipped to 'let their light shine'. This encompasses a rich celebration of individual achievement whilst recognising the need to shine a guiding light for others. Values of friendship, service, perseverance, respect, thankfulness and compassion shape the daily interactions of this community. Partnerships with the local church and diocese ensure this vision is rooted in the Christian foundation of the school. Governors undertake their role with appropriate challenge. They collaborate well with school leaders. This is effective in assuring that the school vision and values drive strategic decisions and actions. The vision helps to ensure changes in the life of the school are managed smoothly and in an atmosphere of love. As the school transitions from mixed to single year groups, staff effectively support each other so this change happens well. New school leadership has enabled adults and pupils to live out the vision. This has reinvigorated the Christian distinctiveness of the school.

Vision and Curriculum

Four golden threads effectively weave through a curriculum that reflects the Christian vision. These shape pupils' experience of learning around environment and locality alongside equity and diversity. They place equal importance on growing confidence and spirituality. These threads celebrate the surrounding community whilst developing a wide view of the world. As a result, pupils have a strong sense of belonging and are proud of where they come from. They are curious and embrace the enriching encounters on offer. Use of the local church and Bishop's Walk provide experiences to learn of the history and ecology of the locality. This fosters shared identity and responsibility for their environment. The breadth and richness of the curriculum and extracurricular offer reflects the relentless ambition of the vision. Staff nurture pupils to reach their greatest potential. They plan for reflection moments in lessons and value the contribution this has to learning. As a result, pupils grow spiritually, discovering passions such as drama or sport. Pupils develop confidence to discuss these. They can describe a growing awareness of themselves, others and the world. There are, however, missed opportunities to consider ideas of God or the relevance of faith to learning outside of RE.

Religious Education

The curriculum is deliberately crafted to reflect the school's unique context. Focus on the festival of Harvest offers understanding and space to reflect on the rural nature of the community. School leaders value the academic place of RE in the curriculum. Pupils engage critically with religious texts, engaging in theological enquiry. The progression of lessons helps to consolidate and extend understanding, for example exploring parables or Gospel accounts of the nativity. This allows pupils to embed good knowledge of the biblical narrative. Pupils connect how these relate to human behaviour and in answering big questions of life. Links with St Cuthbert's Church enrich learning. Opportunity to engage with visiting Christians from Uganda develops pupils' understanding of the diversity within this faith. Teachers allow time for pupils to reflect on their own view of the world. This results in pupils being able to explain how it helps form their own moral values to live by.

Pupils demonstrate a sound religious literacy when discussing Christianity. This is not as strong, however, when considering a wider range of world faiths and non-religious worldviews. Pupils are excited and engaged by special focus days and encounters with visitors from a range of world faiths. However, these do not translate to equal depth of learning in this aspect of the curriculum. As a result pupils do not talk confidently using subject-specific language about the faiths they are encountering. They do not recognise the diversity with which these world faiths and views are expressed. Diocesan training has strengthened the school's assessment process to track pupil progress in RE. Ways of monitoring and evaluating this information are not embedded. Consequently, opportunities to strengthen the curriculum around a range of world faiths and non-religious views are missed.



Vision and School Culture

The school's Christian vision and values of compassion and perseverance drive leaders in their pursuit of inclusive education. They shape a calm environment where pupils, including those with special educational needs and/or disabilities (SEND) and those considered vulnerable, can flourish. Parents identify the difference this makes to their child's experience. Pupils foster a strong sense of hospitality and welcome towards one another. They embrace the contribution each unique person can make to this community. A buddy system allows young pupils to settle quickly into school life. This system empowers pupils to maturely resolve disagreements that may occur in the playground. The vision-shaped culture underpins the strength and care amongst staff. Leaders invest in the professional development and interests of the adults in school. This means that adults feel valued in their role and are equipped to teach well. Consequently, staff are proud of their work in this school and speak highly of the family nature of St Cuthbert's.

Vision, Justice and Responsibility

The school vision creates multiple opportunities for pupils to undertake leadership roles. These are effective in developing character. Pupils demonstrate high levels of commitment. They are proud of their responsibilities and enjoy representing their school at events. Leadership opportunities and advocacy work with charities teach pupils about democratic processes. They identify the contribution their value of service makes to the experiences of others across the school and more widely. They recognise how these opportunities equip them for adult life. Pupils are confident in expressing a moral responsibility towards others. This leads them to practically apply this attitude towards aspects of school life. Pupils in the early years exemplify this through caring for animals within role play. Older pupils speak out confidently at sporting fixtures in defence of others. They identify aspects of learning that help them understand issues of injustice. This motivates them in their fundraising work. They do not, however, readily link skills they are acquiring with ways they might affect lasting change and justice for others.

Worship and Spirituality

Collective worship at school is a valued time to grow spiritually. Opportunity to reflect deeply on shared values creates a strong sense of identity and moral purpose. It equips pupils and adults with knowledge to let their light shine for others and a commitment to do so. Consequently, pupils place importance on living out Christian values in their behaviour and expressions of care. Thoughtful planning and a new pupil worship team instil confidence for staff and pupils to lead others in worship. Pupils value what their peers have to share about God. They say it helps them to learn. Prayer creates a natural rhythm to the day and enables some pupils to feel close to God. Partnership with St Cuthbert's Church is exemplary. There is a vibrancy to intergenerational moments of worship. Interaction between all ages spiritually enriches both congregation and school. Creative ways of worshipping make faith accessible to adults and pupils. Leaders in church and school strategically work together as they mutually embrace and value individual strengths across both settings. This allows pupils and adults to explore faith and appreciate its relevance and role in the community. Pupils and adults find opportunity to explore who they are and their place in God's family in Halsall.

Information

Address	New Street, Halsall, Ormskirk, Lancashire L39 8RR		
Date	02 December 2025	URN	119480
Type of school	Voluntary aided	No. of pupils	187
Diocese	Liverpool		
Headteacher	Kate Hampson		
Chair of Governors	Angela Christian Pye		
Inspector	Jen McIlveen		