

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hesketh-with-Becconsall All Saints Church of England Primary School

Vision

'We are God's handiwork, created in Christ to do good works.' (Ephesians 2:10)

At Hesketh-with-Becconsall All Saints Church of England Primary School, we believe every child and member of staff is God's unique handiwork, created with love and purpose. Guided by Christ, we nurture hearts and minds so that all can flourish and thrive, feel that they belong, shine their light and live out the good works God has prepared for them. This will lead to our school becoming a place of joy, hope, and excellence, where every individual grows in wisdom, character and faith, and where together we make a difference to our community and God's world.

Hesketh-with-Becconsall All Saints 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

- The Christian vision is deeply embedded across the life and work of the school. It unites the community in a shared purpose to raise aspirations and foster a deep sense of belonging.
- Leaders establish a culture of dignity and inclusion where individuals are valued for their unique strengths. Due to this, relationships exemplify mutual respect, care and an acceptance of diversity.
- Collective worship is a central and valued part of school life. Effective partnerships with the local church deepen engagement through shared prayer and reflection. As a result, pupils and adults engage thoughtfully, supporting their spiritual flourishing.
- Religious education (RE) is well led. A robust cycle of staff development leads to consistently high-quality teaching across the school. This ensures that pupils make sustained progress in RE, demonstrating secure understanding in what they learn.
- Motivated to live out their vision through doing 'good works', pupils develop a clear understanding of justice and service. Through trust-wide initiatives, they turn their ideas into action and make a positive difference in their community and beyond.

Development Points

- Using the school's agreed approach to spirituality, increase the frequency and quality of planned experiences across the curriculum. This is so that pupils encounter a rich range of opportunities to deepen their spiritual growth.
- Strengthen the RE curriculum to deepen pupils' knowledge of religions and worldviews beyond Christianity. This is to enable pupils to understand the different ways that people think about and practise their beliefs in the modern world.



Inspection Findings

Vision and Leadership

Leaders have recently refined the vision so it clearly expresses that each person is created in Christ to do 'good works'. This collective understanding unites the community in a common purpose to raise aspirations. As a result, leaders' decisions reflect a firm belief that every individual is uniquely valued and able to flourish. Guided by the vision, staff hold high expectations for pupils. This motivates pupils to try their best and develop confidence in their abilities. Through their behaviour and actions, pupils demonstrate love and respect for others. They flourish as their commitment and achievements are recognised and celebrated, reinforcing the sense of belonging to their school. Investment in the vision has enabled governors to effectively support the school through change. Trust leaders strengthen the school's capacity to live out its vision through robust evaluation procedures that drive ongoing improvement. This shared commitment ensures that the vision consistently shapes practice, relationships and outcomes, enabling pupils and adults to flourish.

Vision and Curriculum

Across the curriculum, leaders ensure that learning reflects the vision and values that they promote. This enables pupils to flourish together, demonstrating a strong sense of purpose to 'let their light shine'. Staff identify pupils' needs early and provide effective support so that they can feel successful, including those who are considered most vulnerable. Teachers adapt lessons carefully, helping pupils to engage well. Staff continually enhance their practice through collaboration with colleagues across the trust. Leaders make principled decisions about the curriculum, upholding their inclusive values. For example, they select reading materials that represent people from a range of backgrounds. This enables pupils to develop an increasingly strong understanding of diversity. The curriculum is further enriched through the work of the trust, both within the classroom and beyond. The trust facilitates pupils coming together with peers from other schools. Shared experiences, including water sports and university visits, enable pupils to develop new talents whilst raising aspirations. In school, pupils learn to play musical instruments, such as brass, with some progressing to play within the local community. Leaders have established a whole school understanding of spirituality. During lessons, staff use this to take advantage of moments for spiritual development as they arise. However, these opportunities are not planned or evaluated consistently, limiting the power of the curriculum to nurture pupils' spiritual growth.

Worship and Spirituality

Leaders plan collective worship with a clear purpose. Rooted in the school's understanding of spirituality, pupils and adults explore connections between self, others, God and beyond. The diocese strengthens worship by supporting staff to make it inspiring and accessible. This is through an emphasis on personal reflections and developing a sense of belonging to something bigger than oneself. Through Bible stories, pupils and adults explore how Jesus calls people to 'do good works'. This deepens their understanding of how to live well and make wise, compassionate choices. For example, when exploring God as the creator, pupils learn that animals are valued and should be treated with care and respect. A calm, reflective atmosphere supports meaningful engagement through prayer, song and time for stillness. Worship connects and unifies pupils as a school, trust and wider Christian community. Mutually beneficial partnerships with the local church strengthen this connection, with church members regularly leading worship across the school. Pupils engage enthusiastically and their understanding of Christian values in action is deepened.

Vision and School Culture

Inspired by the vision, where individuals are seen as 'God's unique handiwork', leaders create a culture where pupils and adults feel valued. Each day begins with staff greeting pupils warmly and enthusiastically. This ensures that pupils are given a positive start, which helps them to settle quickly and be ready to learn. From the outset, even before pupils join the school, staff build strong relationships with families. Staff maintain these partnerships over time, and parents value how well their children are known as individuals. This ensures that pupils receive



timely and effective support. Through daily interactions, staff guide pupils to reflect on their actions and consider their impact on others. When occasional disagreements arise, pupils are guided to talk things through, take responsibility and make things right. This helps them to rebuild relationships with respect and forgiveness. Across the school and trust, leaders prioritise staff wellbeing. They actively listen and respond to staff feedback with clear guidance. This helps staff to feel valued and confident in supporting pupils as well as each other.

Vision, Justice and Responsibility

Leaders take inspiration from the vision by supporting pupils to 'make a difference to their community and God's world'. Various leadership roles, such as the school council, enable pupils to understand that rights come with responsibility towards others. Pupils are listened to and see that their ideas lead to real change, for example through improvements to playground equipment. The curriculum develops pupils' sense of responsibility beyond the school, as they study the lives of people around the world. This strengthens their ability to reflect with empathy and compassion. Consequently, pupils recognise that they can make a meaningful difference to local and wider causes. They serve others by collecting charitable donations and raising awareness of the challenges that people can face. As a result, pupils are motivated to act with courage and confidence, both collaboratively and independently.

Religious Education

The RE curriculum is structured around big questions, which encourage pupils to think deeply. For example, by studying women in the Old Testament, pupils consider 'Did she make the right choice?' Through this, pupils learn that people in the Bible faced difficult decisions, just as people do today. As a result, they question what is right and wrong, and where appropriate, disagree respectfully. In the Early Years, the curriculum is brought to life by using props to retell stories, linking them with children's personal experiences. This approach supports children to engage meaningfully with complex ideas and develop their own views. Leaders ensure that pupils develop a secure understanding of Christianity as a diverse, global faith. This is explored through clearly sequenced lessons that build pupils' knowledge and understanding of beliefs, traditions and practices over time. However, the curriculum does not give sufficient focus in relation to other religions and worldviews. Consequently, pupils are less secure in distinguishing between different beliefs and practices beyond Christianity.

Leaders provide clear direction for RE, resulting in consistent and effective teaching. Regular diocesan training builds staff confidence and subject knowledge, ensuring that the curriculum is taught accurately. Leaders monitor the impact of this training closely, so that expectations are applied consistently. The church is used effectively as a resource, strengthening pupils' understanding of the different ways that Christians practise their beliefs. Teachers use assessment well to identify pupils' misconceptions and adjust future lessons so that pupils can understand more clearly. Creative teaching engages pupils in immersive experiences that help them to remember more. Leaders check the progress being made by pupils through looking at books, visiting lessons and talking to pupils. This helps to maintain high-quality teaching and learning across the school. Work in books is of high quality and demonstrates that pupils make sound progress in their knowledge and understanding of the curriculum.

Information

Address	Shore Road, Hesketh Bank, Preston, Lancashire, PR4 6RD		
Date	8 June 2026	URN	150290
Type of school	Academy	No. of pupils	180
Diocese	Blackburn		
MAT	Learning Together Trust		
MAT Chair	Jillian Hyde-Baron		
Headteacher	Rachael Ainsworth		
Chair of Governors	Gerallt Evans-Hughes		
Inspector	Lisa Draper		