

Liverpool Diocesan Board of Education

'Keeping On Track'

Supporting development in Church Schools

Name of School	Beacon Church of England Primary School, Liverpool
Name of Inspector	Robert Haigh
Date	2 July 2019
	<p>Improvements made since last inspection</p> <p>1</p> <p>The recommendation from the previous SIAMS inspection in March 2016 has been addressed. Prayer is accorded an even greater importance in school. A variety of imaginative, engaging and interactive indoor and outdoor reflection areas and prayer spaces invite thoughtful contemplation and a prayerful attitude. Pupils find these helpful and supportive and speak thoughtfully about the value and use of prayer. With the encouragement of staff, pupils enjoy writing and reading their own prayers, know a range of set prayers and are confident to pray spontaneously. The prayer life of the school promotes the spiritual development of children and adults alike.</p> <p>2</p> <p>In addition, and with the Church of England Statement of Entitlement in mind, the energetic and determined leadership of RE has led to important developments in curriculum content and approaches to teaching, learning and assessment. This includes the use of the diocesan syllabus, the introduction of the Understanding Christianity programme and a stronger focus on world faiths. As a result, pupils have a sound knowledge and understanding of these major global religions and their impact on believers, society and culture. Increasingly accurate and informative assessment procedures suggest that pupils make at least good progress. Monitoring, review and evaluation has become more robust. RE makes a significant contribution to pupils' spiritual development, academic progress and to the respectful, compassionate Christian ethos of the school.</p>

	<p style="text-align: center;">Agreed Current Strengths</p>
<p style="text-align: center;">1</p>	<p>The vision, passion, drive and dedication of leaders, strongly supported by committed staff, governors and the LDST, ensures that the school is seen as a centre of excellence. It is making a strong contribution to the development of the professional learning community and school effectiveness in the city as it lives out its Christian mission – ‘Learning together, following Jesus’. Strong strategic leadership and effective governance means that the school is clear about its aims and its progress towards achieving them. Policies are being reviewed and rewritten through the lens of Christian distinctiveness. Church school development priorities are an integral part of the improvement planning process. There is a strong emphasis on enhancing the quality of education and the skilfulness of staff as well as enhancing the curriculum through music, RE, the humanities, science and rich, varied and exciting range of extra-curricular activities.</p>
<p style="text-align: center;">2</p>	<p>Beacon is a welcoming, happy, harmonious and inclusive school. Relationships at all levels are securely rooted in its 12 core Christian values. The eye-catching and thought-provoking galleries of striking visual images of the values with a clear biblical basis make a significant contribution to the ethos, learning environment and to pupils’ spiritual development. Everyone is known well and cared for deeply in a warm, supportive family atmosphere. Pupils’ mental health and wellbeing is given a high priority. The culture of Christian nurturing and advocacy means that a strong sense of belonging is demonstrated by all members of the school community. This promotes pupils’ confidence, dignity, aspiration and very good attendance and behaviour. They live well together. They are considerate, polite and respectful, showing a high level of mutual care and support. The diversity of their backgrounds also means that the appreciation and valuing of difference arises naturally in the classrooms, all of which contain a variety of faiths, cultures, languages and ethnicities.</p> <p>Pupils value the many opportunities they have to take on leadership through a variety of groups, including worship warriors and the ethos team. This builds their confidence and skills.</p> <p>They also demonstrate enthusiasm, curiosity, resilience and the skills of enquiry in their learning. All pupils, including the vulnerable, make good progress from their starting points.</p>
<p style="text-align: center;">3</p>	<p>The partnership with St George’s church is very strong. Church and school are seen to enrich each other. The vicar is a frequent and highly respected visitor in school. This effective connection strengthens the school’s Christian character, links the church with families and enable pupils to benefit as members of a vibrant faith community.</p>
<p style="text-align: center;">4</p>	<p>The school is outward-facing. The school’s ministry to and on behalf of families in need and at times of crisis is at the heart</p>

	of its commitment to the locality. Beacon is seen as a sanctuary and purveyor of hope in a community where disadvantage is prevalent. The emphasis on serving and meeting the needs of others means that pupils show empathy for the vulnerable and marginalised. Through their charitable efforts and social action pupils contribute to the good of the local and wider community. The active and valued link with schools in Sierra Leone lifts pupils' horizons, enhances their knowledge of West African culture and enables them to give practical support. Participation in the Global Neighbours accreditation scheme means they are increasingly able to understand and respond to global issues.
5	Collective worship has a high priority and its development is well led. It is often planned, presented and evaluated by pupils who show a strong commitment to making worship 'better and special for everybody'. Worship is sometimes vibrant, sometimes reflective and always invitational, inclusive and inspiring. It promotes pupils' spiritual development. They speak with enthusiasm about worship and explain how it influences their lives.
1	<p style="text-align: center;">Agreed areas for improvement</p> Determine how the school's vision and its biblical basis and implications can be even more effectively articulated and integrated. Develop an archive of verbatim evidence and compelling case studies to illustrate the impact of the vision on the lives of pupils, staff and other stakeholders.
2	Continue to develop the partnership with the church in creative and innovative ways, including the development of the Eucharist in ways which enable pupils to engage with it.
3	Explore ways in which assessment and moderation processes in RE can become even more effective in helping to raise standards in the subject.
<i>Signed Executive Headteacher</i>	<i>Sally Aspinwall</i>
<i>Signed Head of School</i>	<i>Ann Charters</i>
<i>Signed Inspector</i>	<i>Robert Haigh</i>