

### Strand 1: Vision and Leadership

- The headteacher and Governors are clear in their Christian vision for the school. All policies and strategic decisions are based on the Christian vision.
- The governing body take on a shared responsibility for developing the Christian Distinctiveness of the school.
- Refined core values are more accessible for children and they understand them well. These are well embedded throughout school and the wider curriculum.
- The school's vision and values are well embedded throughout school and across the curriculum.

### Strand 2: Wisdom, Knowledge and Skills

- The Ethos Group feel valued. Pupil voice is a strength across school and the children take the lead in this group and their ideas are put into action.
- Good use is made of God's Big Story in RE lessons and Collective Worship. Pupils are growing in confidence when using the terms related to the key Christian concepts.
- Pupil Premium money is used in a targeted, personalised way which ensures that all pupils receive their full curriculum entitlement including enrichment activities. This helps us achieve 'Life in all its fullness' for all pupils.

### Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

- Children understand the Christian value of Hope as being more than wishful thinking but about placing trust in God. Our vision underpins the idea that anything is possible when our trust is placed in God's hands.
- Children across school have excellent attitudes and behaviours for learning. They are resilient as learners and achieve well.
- Children have a good awareness of life beyond school and the immediate community. They are aware of global issues and show compassion and organise social action to challenge injustice.

### Strand 4: Community and Living Well Together

- Children demonstrate excellent behaviour throughout school.
- The use of Heartsmart develops pupils as well rounded learners. Pupils demonstrate self-awareness, confidence and compassion for others.
- Access to counselling sessions has had a significant impact on the personal development of pupils.
- Relationships in school are strong. School is a happy and positive place to work. Children demonstrate respect, reconciliation and forgiveness towards one another.

#### VISION

(max 50 words)

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'***

### Strand 7: The effectiveness of religious education

- The RE Subject Leader is committed to developing Religious Education across school.
- RE is a core subject and held in high regard by all staff.
- Children show engagement in lessons and talk positively about their learning experiences in RE.
- RE lessons are creative and stimulating. Pupils retain what they have learnt and can talk about their prior learning experiences.
- Children demonstrate self-awareness, open-mindedness and respect during lessons. They develop and flourish into well rounded individuals who recognise their own intrinsic value and the difference that they can make in society.

### Strand 5: Dignity and Respect

- Westhead Lathom St James' is fully inclusive. All pupils regardless of background or starting point have full access to a wide, rich curriculum.
- The achievements of all pupils are celebrated during our weekly celebration worship. This means that all pupils feel a sense of worth and recognise their intrinsic value as an individual.
- The wider curriculum includes plentiful opportunities for pupils to learn about different faiths and cultures as a result pupils demonstrate a good understanding, respect and tolerance.
- Time is taken to celebrate the different cultural heritage of some of our pupils. As a result our pupils are inquisitive and want to know more about other cultures. In addition, they show respect for other's views. Ethnic minority pupils feel valued and are proud to share their heritage.

### Strand 6: The impact of collective worship

- Children experience a variety of different types of worship which helps them to understand that Christians worship in different ways.
- Evaluations of collective worship show that children enjoy worship and help staff and pupil leaders to adapt and improve future sessions.
- New worship songs are enjoyed by everyone. The exciting action songs are a particular hit with the children across school.
- Children lead worship on a regular basis in class or for whole school worship.
- Ethos Group is well attended and pupils take a lead in the direction of our projects and worship sessions.

## Making your case for excellence

### Strand I - Vision and Leadership

The vision of Westhead Lathom St James' CE Primary is aspirational. Our vision is clear that we want all pupils regardless of background or starting points to experience a full and rich curriculum that sees them flourish and with our trust placed in God we can achieve the unimaginable. This supports the Church of England vision for education that everyone will experience 'Life in all its fullness.'

Our Christian Values Bears are unique to Westhead Lathom St James'. These bears are awarded each week to a pupil in each class who has demonstrated that they are living out our Christian Values in action.

The relationship and links between church and school is excellent. Our strong links have resulted in us achieving the Diocese Church School Partnership Award.

School and church have worked together on some innovative projects. For example, our joint Remembrance event which was planned by both school and church; new monthly worship session Family, Fun and Food, and the revitalization of our Ethos Group which is now being steered/led by our pupils.

The Ethos Group meet weekly and are supported by Miss Clark (head teacher) and Moira Maciver from church.

School has four vision leaders (2 x Y5, 1 x Y4 and 1 x Y3 pupils) who have helped to shape and share the vision and values of our school within school and the wider community. Their action plan for sharing the school's new vision has been implemented including holding an Ethos Event for school and the wider community.

As a result of our strong links with church a number of children and families regularly attend Community Praise, Family Fun and Food, JAFFA and VENTURE. Our Y3/4 Teacher is also on the planning committee for Family Fun and Food and attends these sessions as a link between church and school.

Both the school and church newsletters have dedicated sections for one another that celebrate our strong relationship. This results in everyone in the community knowing what events and worship sessions are happening and when.

Our evaluation of collective worship is completed via a range of means in order to maintain children's interest. Our new voting systems have proved a hit in engaging pupils in actively talking about worship and its impact on their lives.

Church is regularly used by school to host events e.g. Harvest, Remembrance, Christmas, Easter and Leavers.

The school Twitter feed and website are used effectively to promote our Christian Distinctiveness. This approach means that we are able to spread the Good Word to a wide ranging audience beyond our immediate locality.

Staff new to school are supported effectively in their induction. All staff receive training on teaching RE and delivery of collective worship. Our current RQT was enrolled on the yearlong Diocese course for NQTs. She was ably supported by a mentor from the Diocese and feels confident in her approach to teaching RE and delivery of class worship.

School has a good track record of developing staff as future church school leaders. Last year the Y3/4 teacher went on to promotion to Deputy Headteacher at Howick CE Primary in Penwortham.

Governors are extremely effective in their role as a critical friend. Following the last SIAMs inspection the suggested targets for improvement included appointing a governor responsible for church school distinctiveness.

The governing body have in fact gone a step further and put church school distinctiveness as a top priority on our committee agendas. This means that all governors are responsible for our Christian distinctiveness and drive forward improvements in this area.

## **Strand 2: Wisdom, Knowledge and Skills**

Our curriculum is rich and deep providing all pupils with the cultural capital, knowledge and skills they need in order to succeed.

Our pupils regularly participate in Forest School, weekly specialist PE sessions, and engage in wider enrichments to the curriculum such as Living History days as well as experiencing visits out of school and receiving visitors into class. These wider learning opportunities provide the richness to our curriculum and particular benefit the most disadvantaged and vulnerable pupils who have not had the same opportunities as their peers outside of school. Our pupil premium strategy is committed to ensuring all pupils experience our enrichment activities and develop and build their cultural capital which will aid them with their knowledge acquisition across the curriculum.

Our inspirational curriculum has a clear progression from EYFS through to the top end of school. Every teacher has high expectations for their pupils in their care and challenges pupils to achieve their potential- this ethos is truly rooted in our vision.

Opportunities for developing children's spirituality are explicitly planned for in our curriculum. [E.g. curriculum documentation](#)

The value placed on our wide ranging curriculum means that all pupils regardless of background or starting point make good progress. Disadvantaged pupils in 2018/19 did exceptionally well at the end of KS2 particularly in Reading and Mathematics with average scaled scores of 111 and 108 respectively.

Results from 2018/19 show our combined Reading, Writing and Mathematics results are above Lancashire and National averages. School: EXP+ 86.7% HS 13.3% Lancashire: EXP+ 63.5% HS 9.7% National: EXP+ 64.8% HS 10.5%.

100% of pupils achieved the expected standard in the 2020 KS1 Phonics Screening check.

Through the curriculum and collective worship wider global issues are explored for instance climate change, war, racism, homelessness, poverty and other injustice throughout the world.

Prayer is used in the curriculum when celebrating the awe and wonder of God's creation e.g. during our Forest School sessions, during Let's Get Cooking sessions.

The headteacher has been a Local Authority Moderator for 14 years carrying out visits in all three key stages.

The EYFS teacher is a Local Authority Moderator for EYFS.

The EYFS teacher is regularly used to support other schools with their practice in EYFS provision. Most recently supporting St Saviour's School Bacup.

## **Strand 3: Hope, Aspiration and Courageous Advocacy**

Weekly opportunities are provided for children to write prayers which are read out in collective worship and published in the church bulletin. Prayers collected in the prayer book often include those for friends, families, those who are unwell, and those who have lost loved ones, pets, and wider global issues e.g. the Australian Bushfires, war in Syria.

Our school Golden Book and stars of the week are used to celebrate achievement in all aspects of school life. During our end of the week celebration worship we bring our achievements before God and celebrate in our vision of hope that, 'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Our pupils know and understand that with our trust placed in God and our own hard work and dedication then anything is possible. This vision is aspirational for all members of our school community.

Our unique Christian Values Bears celebrate weekly pupils who have demonstrated they are living out our Christian Values in action. These bears have been awarded for pupils showing compassion and dignity for their peers; for wisdom when generating new initiatives and many more reasons.

Our values of Wisdom, Dignity, Hope and Community formulate the calendar for collective worship. Key events throughout the year enable our pupils to learn about and engage in projects related to social injustice and inequality. This year we have supported the Ormskirk Foodbank, The Skelmersdale Ecumenical Centre Toy Appeal, The Rotary Shoebox Appeal, Save the Children and Toilet Twinning. The idea to support the Toilet Twinning charity came from our pupils and alongside church we were able to sponsor four latrines in Uganda.

#### **Strand 4: Community and Living Well Together**

Pupil voice is central to all we do in school. School regularly responds to pupils' ideas and thoughts for example, hosting a whole school ethos even, raising money for Children in Need through School Council Enterprise projects, and changes to collective worship as a result of evaluations.

Westhead Lathom St James CE Primary really is the heartbeat of the local community. We have excellent links with both church and the wider community. Every July the wider community come together for the Westhead Carnival. This is a weekend long event which is hosted on the field adjacent to school. The children and staff from school all attend this event and walk in the carnival parade.

In addition, events such as our Helpers' thank you, Pie and Patter, PTA Bingo and Remembrance event in church all include the wider community.

Instilling the idea of service in our pupils is important. We aim for all of our pupils to develop into confident young people who will make a difference in society. One way in which we develop this is through hands on action projects such as Y5 and 6 spending time at church cleaning and tidying the grounds, graveyard and headstones or The Peace Proms choir attending Ormskirk Hospital to sing for the patients at Christmas Time.

Our EYFS children also regularly interact with our wider community. Each month they attend the Mature Movers session at the village hall. This is an exercise class aimed at older members of the community. The children go along with their teacher and join in alongside the members of the group.

Volunteers from the wider community are regularly welcomed into school and encouraged to do so. Volunteers range from Mr Beeston who has helped plant and cultivate the school orchard, through to reading volunteers; guest speakers from Lathom Park Trust; Mrs Whalley-Smith who leads Let's Get Cooking; The Ormskirk Rotary Club; Mr Holland who delivers First Aid training to pupils and Moira Mciver who assists the Ethos Group.

Reverend John Sephton is a regular visitor to school. He supports not only with collective worship but in a pastoral role too for pupils, staff and parents.

Support for children who are facing difficulties is provided by school. For example, the Yewdale Counselling Service have been bought in to provide 1:1 counselling sessions for pupils. We currently have two children still accessing this support and positive results can be seen in their confidence, communication and interactions with others in school.

Staff wellbeing is a priority. Our school is a wonderful place to work. As a small school there is a real family feel and staff members look out for one another and in times of challenge and need often step up to cover/help others so that school continues to run smoothly.

School supports staff through difficult times through offering flexible working patterns, lending a listening ear and offering pastoral support.

When staff experience bereavements/illness cards and gifts are always sent from school.

During times of celebration e.g. big birthdays, graduations both staff and children join together to celebrate.

Reducing staff workload and therefore improving wellbeing is high on the agenda of the headteacher. Staff meetings have been reduced in length to one hour and one day per half term is allocated (on top of PPA time) to all subject champions so that they can carry out management and monitoring of their subjects. This is vitally important in such a small school where every member of staff is responsible for multiple areas of the curriculum.

Communications with parents have been reviewed and parents now understand that staff are only expected to reply to messages on the next working school day, this is to ensure all staff get to enjoy their evenings and weekends with their own families.

Staff are encouraged to attend significant events for their own family members that could otherwise be missed due to the school day e.g. graduations, nativities, leavers' services etc.

Our behaviour and anti-bullying policy encourages our pupils to live out our Christian Values of Wisdom, Dignity, Hope and Community. It is based on mutual trust and respect for all and has the Christian ideal of forgiveness and reconciliation at the heart.

### **Strand 5: Dignity and Respect**

Westhead Lathom St James' CE Primary is fully inclusive. Our SEND pupils' needs are catered for extremely well. There is a good relationship between parents/carers, the SENDCO, headteacher and staff. This means that all work together collaboratively to ensure the very best for every pupil. EHCPs and IEPs are reviewed regularly and termly Pupil Progress meetings evaluate provision mapping and make staff changes so that planned interventions can be delivered in a timely manner. Interventions provided include: Sounds Write, Fast Track Phonics, IDL, Talk Boost, Toe by Toe and PE Plus.

The support and expertise of outside agencies is regularly engaged by school to support staff in providing the best possible provision for these pupils. Agencies bought in to support school include: Yewdale Counselling, The Specialist Teacher Service and WISH.

Our Pupil Premium strategy ensures that all pupils have full access to the wider curriculum offer we have in place at WLSJ. This includes access to after school clubs, homework clubs, trips and residential.

Staff meetings every Monday and Tuesday always begin with safeguarding on the agenda. These discussions ensure that all members of staff regardless of their role in school take responsibility for safeguarding the welfare of the pupils in our care. This ensures that any incidents are reported in a timely manner onto the CPOMs system and there is an open culture around caring for our pupils' welfare ensuring nothing slips through the net. This also provides support/supervision for staff who have dealt with disturbing/upsetting situations so they do not carry the load alone.

Safeguarding extends to behaviours, friendships and bullying. This means that during staff meetings all staff are always informed at the earliest possible stage of any issues and can monitor the situation and provide support for pupils involved.

As you walk around Westhead Lathom St James' CE Primary you will see how the children are loved and how they love one another. They show respect to adults and children and their behaviour is excellent. Behaviour is often commented on in a complimentary way when we go on visits outside of school e.g. weekly swimming, Mature Movers, church, hospital, Ormskirk Library.

Our vision which is aspirational for all and teaches pupils they can achieve the unimaginable is why we are committed to building up our children as leaders. This is done through a variety of means: Vision Leaders, Ethos Group, School Council, Playtime PALS, Prefects and through the Rotary Community Award.

Since the COVID-19 pandemic began we have been constantly reviewing our practice to ensure that all pupils have good access to the curriculum whether at home or in school. An IT survey completed in 2020 helped us identify families requiring devices to be loaned out. Since September 2020 during bubble closures and lockdowns school has been able to loan out IT equipment so that all pupils have access to the full curriculum. 100% of pupils working from home have accessed remote learning.

### **Strand 6: The Impact of Collective Worship**

Worship at Westhead Lathom St James' CE Primary is wide and varied ranging from whole school collective worship to class worship, prayer stations and worship during our residential at Min-Y-Don Christian Adventure Centre.

Worship is delivered by all teachers, headteacher, clergy, Ethos Group and the children across school. Every worship session has children involved either as leaders, custodians, stewards, technicians or readers.

Evaluation of worship involves pupils, staff and governors. Comments received are then used to adapt and develop future worship sessions.

At Westhead Lathom St James' CE Primary we believe worship should be fun! Our children express how much they love worship. They enjoy the lively songs, quiet reflection and chance to discuss important issues. Our evaluation of worship is also fun and makes use of innovative strategies such as our Pom Pom voting and Emoji Hi Fives!

We actively seek to make our worship sessions interactive in order to engage all pupils from Nursery up to Year 6. The children love taking part in this way and can often be heard chatting about what happened later in the day or at break times and lunch.

Our Ethos Group plan and deliver whole school, collective worship at least once a half term. This includes planning, delivery, creation of resources and evaluation.

Pupils are often inspired by our collective worship leading them to respond in their work in class and through further investigation and discussion. E.g. writing prayers in response to the Australian Bushfires, creating eco-bricks to build a shelter on the school field in order to encourage recycling, donating to Save the Children in a response to Ethos Group Christmas worship.

### **Strand 7: The Effectiveness of Religious Education**

The RE Leader is ambitious in leading and enhancing the subject. Regular monitoring and evaluation of RE shows that it is being taught to a high standard across school.

Assessment of RE is completed regularly and shows that pupils' achievement in this area is in line or better than other subjects across school.

School actively participates in local Diocese meetings sharing good practice with other church schools.

Creative opportunities are planned for pupils to learn about and explore other religions. E.g. creating a Sukkot shelter in Y1/2, use of video clips throughout school, first hand experiences/explanations from pupils.

Children across school enjoy RE lessons. The impact of RE can be seen throughout school. Our pupils are well behaved and demonstrate respect and tolerance.

Children have regularly opportunities to answer and ask big questions. They are empowered to share their ideas and take action where they see a need e.g. some Y4 pupils have established a shop in church to raise money for Water Aid as a response to their work on Harvest in RE.

RE is held in high regard across school. It is seen as being pivotal to us achieving our vision for all pupils to flourish spiritually, creatively and academically to become confident young people.