

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Silas Church of England Primary School

Vision

Our school vision, which is theologically rooted in Christian faith and God's teachings, is threaded through all aspects of school life and underpins everything that we do. To ensure that each and every child should thrive, flourish and 'live life in all its fullness' (John 10:10).

St Silas CE 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.

Strengths

- The vision is further reinforced by using the Parable of the Sower (Mark 4:1-20). It drives and sustains the work of this flourishing school.
- There are strong partnerships with the local church, Rainbow Education Multi-Academy Trust (REMAT) and the diocese. This enables pupils and adults to thrive and live well together. Leaders are unwavering in their desire for the whole community to 'live life in all its fullness' (John 10:10).
- Collective worship is a valued part of the school day. Thoughtful planning guarantees a welcoming atmosphere. It provides a daily experience of prayer and reflection through the familiar phrase, 'open doors and warm fires'.
- Care for the more vulnerable pupils and their families is inspired by the vision and values of the school. This creates a safe space for those who face challenges in their lives and learning.
- The religious education (RE) curriculum is well-designed and personalised to St Silas. It gives pupils a thorough knowledge of Christianity and world faiths.

Development Points

- Embed spirituality throughout the curriculum to deepen pupils' spiritual growth.
- Extend opportunities for pupils to become agents of change so they actively seek to challenge injustice and take responsibility beyond their community.



Inspection Findings

St Silas is a school where pupils are given the opportunity to thrive, flourish and 'live life in all its fullness' (John 10:10). The vision and values of the school are understood and lived out daily by pupils and staff. Supported by the trust, strategic decisions are driven by the vision. They are faithful to the Christian foundation of the school. Staff members feel valued and are provided with quality training opportunities through REMAT and the diocese. Strong collaboration with partner schools, and shared planning reduces workload for staff, allowing them to thrive. Pupils are known individually, which allows staff to tailor unique support, enabling them to flourish. The vision extends to the community with specialist staff available to offer guidance to families experiencing challenging times in their lives. Parents are grateful for the kind treatment that their children and families receive. Communication between home and school is strong, increasing parental involvement in their children's learning. There is a clear desire from the community to flourish together.

A quality and ambitious curriculum has been planned with REMAT. Driven by the vision school leaders at St Silas have adapted this to meet the specific needs of their pupils. This rich curriculum is accessible. Carefully planned adaptations enable pupils to be on the same knowledge journey as their peers. Throughout the school, the overarching enquiry questions for each half term of learning embed opportunities to consider bigger questions. These include, 'Why did Jesus tell stories?' There is a sense of purpose and a love of learning. Pupils experience the local area as well as places further afield such as Chester Zoo, London, and a residential stay. They are also offered enriching activities such as visiting Liverpool University, to encourage aspirations for their future. These occasions make learning more engaging and memorable. Special areas in each classroom and in some of the communal areas of the school provide opportunities for deeper reflection. This is encouraged by the introduction of seven statements known as 'Be' statements. These include: be curious and amazed, be still and thoughtful, be kind and changemakers. Classes focus on particular statements and pupils have time to reflect and relate them to different areas of the curriculum. This new approach is in its early stages of implementation. Therefore, its impact on pupils' spiritual development is limited

Collective worship is a valued part of the school day. It is built around the premise of 'open doors and warm fires', making the occasion inclusive with a welcoming atmosphere. Different forms of worship are offered, all of which are distinctly Christian. They sensitively take into consideration the context of the school community. Pupils see it as a time to experience and understand Christianity. They also appreciate the time to reflect, listen to prayers and say their own prayers. Worship inspires them to be better people, and they know that is what God wants for them. Themes for worship are planned carefully around Christian values by school leaders with support from the local church. Weekly celebration worship recognises successes and achievements. It is also about giving thanks for all the opportunities that have been given to 'live life in all its fullness'. Joyous singing unites pupils and adults whilst also reinforcing the theme of the worship. Pupils appreciate learning about Christian festivals.

At St Silas everyone is committed to having high expectations. They believe that everyone is unique and can flourish when nurtured in a caring environment. The vision for the community to 'live life in all its fullness' is supported by the Parable of the Sower. Therefore, the school provides the good soil on which the community can be nourished and grow. Pupils and adults are valued for who they are. Wellbeing is prioritised by leaders and REMAT who strive to be an employer of choice. Planning together has reduced workload and allows teachers time to personalise learning for their pupils. The school's focus on nurturing spirituality is an example of how they work together to ensure growth and flourishing. Becoming a school dedicated to attachment and trauma-informed care



has had a positive effect on behaviour. The positive behaviour and relationships policy is built around forgiveness and reconciliation with the Christian values of friendship and trust. As a result, meaningful connections with pupils contribute to their exemplary behaviour around school. Personal development is at the heart of the curriculum. It reflects the commitment to nurturing the whole child. Through worship, reflection and pastoral care, pupils grow spiritually and emotionally. They develop the confidence to embrace challenges. The school is rigorous in its endeavours to accommodate pupils' specific needs, thus enabling them to thrive. Parents value school and there is a sense of purpose at the morning drop off. They are confident in the knowledge that their children are happy and treated well.

The vision of everyone thriving and flourishing inspires adults and pupils to look after each other. Leaders instil a culture of fairness and the understanding that people need different things to help them to thrive. Pupils actively support each other. There are opportunities provided for pupils to look beyond themselves to helping others in the wider community. They raise money for charities that allow them to make and deliver wellbeing packages to the local care home. Pupils have also planted trees in the local park and undertaken litter picking. Pupils know they make a difference to the local area. However, they are unsure about how they can be agents of change beyond their community. Pupils in Year 6 visit the Houses of Parliament to take part in workshops and debates. This supports their understanding of democracy and knowing opinions are valued.

RE is planned with rigour and meets the needs of the diverse community. There is a balance of teaching Christianity with a range of religions and worldviews. The curriculum is well-sequenced, logically building upon pupils' knowledge and understanding. Pupils are well-informed and talk about the similarities between different religions. For example, pupils explained how babies are welcomed into different faiths and the significance of colours for different celebrations. In recognition of the importance of RE, it is given protected time in the timetable. Teachers actively engage in training offered by the diocese and REMAT. Effective monitoring secures continued developments within the subject. Pupils are proud of their work and say how they enjoy RE lessons. Thus, it gives them a better understanding of Christianity and worldviews.

Information

Address	High Park Street, Toxteth, Liverpool L8 3TR		
Date	10 February 2025	URN	141582
Type of school	Academy	No. of pupils	336
Diocese	Liverpool		
MAT	Rainbow Education Multi Academy Trust		
Headteacher	Richard Morris		
Chair of Governors	Jan Rowe		
Inspector	Helen Kelly		