

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Accrington St John with St Augustine Church of England Primary

Vision

With God's help, together, we aspire, achieve and believe.

Our vision is rooted in The Parable of the Mustard Seed. 'It is like a mustard seed, which is the smallest of all seeds on Earth. Yet, when planted it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.' Mark 4: 30-32.

Accrington St John with St Augustine 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.

Strengths

- Leaders live out the clear and deeply embedded Christian vision across school life. They ensure the school is effective in enabling and encouraging pupils and adults to 'aspire, achieve and believe.'
- The vision underpins the rich and immersive curriculum. This enables pupils to enjoy a broad range of learning experiences, with planned opportunities to develop pupils' spirituality.
- Religious education (RE) gives pupils a strong understanding of religions and worldviews, including Christianity. They feel confident to explore, question and make links to their own lives.
- Wellbeing is a high priority for the school. An extremely caring culture has been created in which pupils and adults are treated well. This includes those who are vulnerable or with special educational needs and/or disabilities (SEND).
- Collective worship is a special time in the school day. Pupils and adults welcome this daily inclusive occasion to come together for celebration, reflection and prayer. This has a positive impact upon the spiritual development of pupils and adults.

Development Points

- Enable pupils to address areas of injustice independently, through developing awareness and encouragement. This is to give them a greater understanding of their responsibility to be a force for good in God's world.



Inspection Findings

The Christian vision is well known and understood by the pupils and families of St John with St Augustine school. At the heart of their community, leaders and staff have created a welcoming and friendly haven. The school's core vision and values serve as the guiding principles for pupils' and adults' aspiration and achievement. The commitment to teamwork creates a sense of unity and cooperation. This enables staff to flourish as they use their skills and knowledge. Their collaboration, supported by a no-phone policy for adults, broadens horizons and enhances learning experiences for the whole school community. Effective communication ensures that the Christian values resonate beyond the school walls. This impacts not just pupils, but also their families and the wider community. Staff throughout the school recognise their role in building relationships and supporting parents, enabling families to flourish. The closeness of the church to the school supports the strong relationships between the two. This encourages families to attend services alongside pupils during the week. Guided by the vision, governors keep the ideal of service to their pupils at the centre of their decision making.

The Christian vision, inspired by the parable of the mustard seed, powerfully shapes both the curriculum and the extra-curricular offer. This vision drives fully inclusive and aspirational experiences for pupils, including the most vulnerable. It has been designed to reflect the principles of equity, diversity, and justice. Inspirational figures from diverse cultures and faiths are woven into curriculum content. As a result, pupils constantly ask deep questions that foster spiritual growth. This is a clear curriculum thread, reflecting pupils growing from a mustard seed into a strong and complete tree. The commitment to grow together underpins the highly effective provision for pupils with SEND and those who are vulnerable. Pupils' aspirations are increased as they are able to experience activities and successes due to the broad extra-curricular offer. In this way, leaders enable pupils to grow in confidence ready to be global citizens. Staff thoughtfully curate quiet spaces, such as the Calm Café and weekly spiritual reflection areas, for pupils to access. These enable them to pause, wonder, and make meaningful connections between themselves, others, God, and the world.

Collective worship and spirituality are embedded throughout school life. Leaders ensure that the school has a rich, inclusive, and reflective worship culture that nurtures spiritual development. At the heart of the school day, this gives adults and pupils structured opportunities for reflection. Worship is dynamic and meaningful because leaders ensure it is varied and well resourced. In addition, leaders provide a weekly parallel, adapted worship time for pupils who benefit from inclusive provision and families. This gives the whole school community space to develop their own spiritual understanding. Links with St John's help to embed the school's Christian identity and strengthens ties between school and parish. They come together for Christian festivals and share initiatives such as the diocesan 'Year of Prayer'. Wednesday Worship in church is led by the vicar or school staff. This experience, of shared community prayer, song, and biblical storytelling, enriches understanding. Pupils have ownership of worship because they play an active role in leading. These child-led spiritual moments are particularly special in the life of the school. Through their Faith Force group and class-led worship, pupils share their faith in action. Spirituality is further explored through creative tasks, and in calm areas such as the garden or classroom prayer corners. Through writing prayers and reflecting on spiritual moments, pupils express what spirituality means to them.

The Behaviour and Relationships policy shapes a culture of respect, forgiveness, and dignity. By using restorative approaches, the school equips pupils with emotional literacy and empathy. This encourages them to understand and value the feelings of others. The use of celebration and praise promotes positive behaviour. The consistent approach by adults fosters emotional safety and trust, enabling learners, including the most vulnerable, to thrive.



Wellbeing provision in school is comprehensive. This includes a mentor system for pupils across the whole school. Trained mental health and pastoral staff ensure that pupils feel safe, supported, and understood. Partnerships with local services enable families to obtain the help they need. Leaders, including governors, have a strong commitment to equity. Through various grants, the school ensures pupils have access to nurture provision, 'cultural capital experiences', uniform and extracurricular clubs. This proactive approach ensures they have the resources and opportunities to flourish.

Leaders promote positive relationships that balance rights with responsibility toward others. Staff identify present day inspirational figures from diverse cultures and faiths to support this. Pupils recognise that with freedom comes the duty to respect and support the rights of others. The school actively engages with diocesan initiatives to embed courageous advocacy into the curriculum. Pupils are inspired by the Christian vision to make a positive difference within the school. They talk compassionately about friends who need additional support and believe this is the right thing to do. Pupil voice is constantly encouraged, and school leaders regularly listen to their concerns and ideas. This enables pupils to participate in organising school life, increasing their confidence and sense of responsibility. Through projects linked to global themes, pupils learn that Christian love and justice require action. However, pupils have limited opportunities to act in ways that benefit the wider world.

RE is greatly valued within the whole school community. Pupils benefit from confident and creative teaching. Leaders continually review the RE curriculum and adapt the teaching sequence to maximise pupils' learning experiences. This enables pupils to develop respect, knowledge and a deep understanding of worldviews and religions, including Christianity. The school's commitment to inclusion enables pupils to make good progress. A distinctive feature of the curriculum is the numerous questions in each topic. This approach encourages pupils to investigate, reflect and evaluate. As a result, pupils are able to clearly explain their thoughts about worldviews, religions and spirituality. Class floor books and pupils' books reflect the opportunities they have to develop their knowledge. Clear assessment measures are used at the end of units of work. This ensures that staff have a clear picture of pupil attainment and how well they progress in RE. Leaders and staff regularly attend professional development and conferences, including those led by the diocese. They work with governors to regularly review RE in order to maintain high expectations.

Information

Address	Maudsley Street, Accrington, Lancashire, BB5 6AD		
Date	03/07/2025	URN	119445
Type of school	Voluntary Aided	No. of pupils	204
Diocese	Blackburn		
Headteacher	Mark Proctor		
Chair of Governors	Hugh Scriven		
Inspector	Rob Dean		