

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Seaton St Paul's Church of England Junior School

Vision

Joy, hope and aspiration – life in all its fullness. 'I have come that they may have life, and have it to the full. I am the good shepherd. The good shepherd lays down his life for the sheep.' (John 10:10–11)

Seaton St Paul's Church of England Junior 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

- Close evaluation of the impact of the school's Christian vision by leaders and governors enables pupils and adults to flourish in a nurturing school community.
- A thoughtfully planned curriculum puts joy, hope and aspiration at its centre. Consequently, pupils, including those who have special educational needs and/or disabilities (SEND) or who may be vulnerable, enjoy learning.
- The school vision promotes positive relationships at all levels. This ensures that wellbeing is a priority so allowing adults and pupils to appreciate life in all its fullness.
- Inclusive and inspirational collective worship leads to adults and pupils thinking deeply about the meaning and purpose of life.
- A creative, varied and diverse religious education (RE) curriculum challenges pupils to reflect and think critically about religion and belief.

Development Points

- Develop spirituality across the whole curriculum so building on the solid foundations established within the school's collective worship. This is in order to encourage pupils to make the most of spiritual opportunities across the whole of the school.
- Extend opportunities in all subjects for leadership and participation in activities that solve problems important to their community. This is so all are motivated to be agents of change.



Inspection Findings

The message of the Good Shepherd is at the heart of the school's Christian vision. Close monitoring and evaluation of it by leaders, including governors, means that they know the difference the vision makes. Its impact is seen in the caring school environment that grows relationships in the same way a good shepherd nurtures their sheep. Staff ensure that the needs of those who are vulnerable are met early, by removing barriers to learning. As a result, pupils enjoy coming to school as they know they will be supported in a range of opportunities to enjoy a full education. Parents rightly speak well of the work of the school, valuing a culture of kindness that is modelled by staff. They appreciate actions the school takes to make a tangible difference to the learning of each individual. Therefore, pupils, including those with special educational needs and/or disabilities (SEND), relish the opportunities that the school provides.

Guided by the Christian vision, the school organises learning around the phrase 'Joy, Hope and Aspiration - life in all its fullness.' Shaped by the understanding of how a good shepherd knows each of his sheep, the school succeeds in knowing their pupils and their learning needs. Leaders and governors work closely with subject leaders on the curriculum. As a result of this, pupils benefit from a broad range of subjects and extracurricular activities. There is an extensive programme of visits. These include, for example, trips that bring learning in history and science to life. The school participates in a national music event. The school organises a number of residential trips that provide important learning beyond the classroom. Consequently, pupils gain knowledge and skills which enrich their learning. Pupils' interests and achievements are celebrated weekly in worship. Here, many pupils volunteer to 'show and tell' what they are proud of, both in and outside of school. Staff and pupils are at an early stage of using a shared language for spirituality. They are given opportunities to think about the deeper meaning of life through the symbols of windows, mirrors and doors. The school has benefitted from external training in developing these concepts. This work has established opportunities for spiritual growth and leaders have thought carefully about these. However, the ways pupils and adults describe these moments is inconsistent. Therefore, the impact of these encounters is underdeveloped.

Collective worship is given importance by leaders. It is inclusive and rooted in mutual respect. Planning is structured on the school's values. Collective worship forms a central point of the school day. Participants describe these times as ones where they feel a sense of celebration and togetherness. This is especially reflected in the joyful singing that is a characteristic of when the whole school worships together. The impact of other occasions in the week, where pupils and adults celebrate worship in the classroom, is recorded through the use of floor books. These documents show the variety of school worship and the opportunities for reflection. Worship is enhanced through the strong links the school has with its local church, St Paul's. School Christmas, Easter and Harvest services are held at the church. The school provides regular services in the church for the whole community called 'School Sundays'. These are planned and led by pupils from all year groups. The school and church also lead a 'Carols on the Green' service for the community at Christmas that is well attended. As a result, the understanding and experience of worship enhances pupils and adults' spiritual development.

The Christian vision inspires a supportive and friendly atmosphere where pupils and adults are looked after. This ethos has been purposely created by planning summed up in the school's 'positive behaviour policy.' This sets out behaviours that are to be followed by everyone. Both adults and pupils describe the sense of care they feel through the example of a good shepherd who would leave no-one behind. Staff are always willing to help each other and the pupils under their care. Pupils appreciate the way they are treated and spoken to. Mental health and wellbeing



are continually invested in. The school has a trained senior mental health wellbeing lead and staff trained in youth mental health. Such provision creates a culture in which pupils and adults are treated well. Leaders have created a dedicated space for emotional and learning support called the 'Hornsby Rooms'. This space, made possible by external donations, is used effectively to help pupils with anxieties and additional needs. Parents value this as the quality interventions give pupils increased confidence

The Christian vision of Seaton St Paul's focuses on equipping pupils with the skills to help others, both in school and in the wider world. The school works in partnership with other organisations to achieve this. The school council is an active part of school life. Motivated by an understanding of responsibility and justice, the pupil body leads fundraising efforts to help others beyond their local area. Actions of the pupil run body can be seen in a sponsored mile for NSPCC and a Valentine's Day non-uniform day for the British Heart Foundation. The school has helped others by making outdoor resources for a local council children's playground. Pupils are encouraged to challenge inequality through planned acts of kindness such as regular food bank collections and raising money for Children in Need. Pupils value opportunities tackling injustice such as Bright Stars, where they come up with ways to take part in social enterprise projects. However, such opportunities for pupils to engage as agents of change across the curriculum are less developed.

The school's RE curriculum is carefully crafted to provide pupils with accurate knowledge about a range of world religions and worldviews, including Christianity. The subject is very well led and has a high priority and profile in the school. Leaders work hard to ensure the RE curriculum is challenging. Planning within the curriculum is well sequenced. Staff access helpful training through the diocese. Teachers are supported to improve their knowledge of the subject, leading to them being confident and enthusiastic about RE. Consequently, teaching enables pupils to display their knowledge and skills through varied ways, including poetry, art and drama. Their interest develops through rich questions, which foster curiosity in the subject. It inspires them to think deeply about beliefs and how religions are lived in many ways. As a result, RE is a subject both valued and enjoyed by pupils who are confident in their knowledge and understand the subject's importance.

Information

Address	Seaton Park, Seaton, Workington. CA14 1HA		
Date	1 May 2025	URN	112277
Type of school	Voluntary Controlled	No. of pupils	198
Diocese	Carlisle Diocese		
Headteacher	Lynn Carini		
Chair of Governors	Kathleen Jones		
Inspector	Liam Murtagh		