

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lucia's Church of England Primary School and Nursery

Vision

Nurture, Nourish, Grow.

'Though it is the smallest of seeds, when it grows, it is the largest of the garden plants and becomes a tree.' Parable of the Mustard Seed: Matthew 13:31-32

The parable teaches us that we all have the potential to grow and flourish. From the smallest of seeds grows the greatest of trees! It is important for us to reflect on the impact we can each have as individuals, when we are nurtured and nourished to grow. As individuals, we are then empowered to have a positive impact upon the environment and people around us.

St Lucia's Church of England Primary School and Nursery 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 Christian vision strongly underpins and drives the strategic decisions made by leaders, including governors. This enables pupils and adults at St Lucia's to flourish in their learning and relationships.
- Partnerships and relationships within the school community are extremely strong. These enhance a culture of wellbeing for pupils and adults.
- The curriculum is shaped by the Christian vision. This leads to a wealth of spiritual development opportunities for pupils to thrive.
- Worship is central to the life of the school. It takes varied forms, is thoughtfully crafted and enables pupils and adults to develop spiritually.
- Religious education (RE) is well-planned and builds carefully on prior knowledge. As a result, pupils demonstrate a deep understanding of a range of religions and worldviews.

Development Points

- Continue to develop pupils' awareness and experience of difference and diversity. This is in order to deepen their understanding of themselves as global citizens.
- Extend opportunities for pupils to develop their understanding of injustice in the wider world. This is to support them to consider a range of ways in which they can respond.



Inspection Findings

St Lucia's is a school where the Christian vision is at the heart of the decisions and actions of leaders. The parable of the mustard seed is used to underpin the vision of nurture, nourish, grow. This is lived out through the values of compassion, courage and hope. Leaders have developed the vision clearly and in a thoughtful way so that it is widely understood. Pupils confidently articulate how they live the vision in their daily lives. This is because of the school's approach to treat everyone as a unique individual. For example, pupils speak about how if you are kind to one person this can lead to spreading of the kindness amongst many. The impact of this can be seen in their relationships, positivity and sense of belonging. Intentional actions by leaders mean that there is a shared purpose and palpable sense of community across the school. Governors' thorough monitoring and accurate evaluation further inform the development of the vision. Leaders, staff, pupils and parents are rightly proud to be part of the community at St Lucia's.

The curriculum is carefully crafted to promote spiritual development. A focus on questioning threads through all subjects. This leads to pupils being inquisitive, reflective and feeling safe to share thoughts and ideas. The curriculum is underpinned by three main themes of personal journey, natural world and diversity. These enable pupils to consider different perspectives over each school year. Pupils who are deemed to be vulnerable and/or disadvantaged are fully involved in all aspects of the curriculum. This is because of the school's approach to treat everyone as an individual which is particularly effective. There are thoughtful and appropriate adaptations for pupils who have special educational needs and/or disabilities. The result of this is a genuine, inclusive culture. A focus on 'I see, I think, I wonder' is effectively used as a framework for spiritual growth. Deliberate choices by leaders, based on the area surrounding the school, mean that connecting with nature enriches the curriculum. This, in turn, leads to opportunities for pupils to experience a range of sensory and spiritual feelings. An exciting programme of enrichment strengthens the curriculum. The extra-curricular offer is exceptional. After school clubs are instigated by pupils and parents. Examples include pets, archery, sweets and treats and first aid clubs. This approach contributes to spiritual growth and flourishing by nurturing confidence and developing the interests and gifts of the pupils.

Collective worship is a reflective and calm part of the school day. Spiritual growth is woven through a range of meaningful opportunities, both indoors and outdoors. Daily worship is carefully planned to meet the needs of the community. An example of this is a weekly worship focused on the wider world when visitors, staff or members of the clergy lead sessions. These can be focused on inspiring stories, individuals or scenarios from around the world. This means that pupils are able to consider a range of perspectives and are developing a sense of place and purpose. They are invited either to make prayers their own or reflect respectfully. This ensures that all feel involved and able to contribute at an individual and collective level. Partnerships with local churches enhance collective worship. Despite changes in church leadership, the school has reached out to strengthen these links. Consequently, relationships are deepened, and members of the school and church develop spiritually together. Pupils and adults understand spirituality to be a sense of something other than what can be seen. They confidently share their spiritual journeys and how these are inspired by the school's vision and worship.

The vision at St Lucia's inspires an environment and ethos where each person is treated well. The consistent use of reflective and restorative conversations is central to the approach to behaviour and relationships. This results in pupils feeling safe, secure and able to share worries or concerns. The school values of compassion, courage and hope are evident in the daily practices of the school. Pupils follow examples set to them by staff to encourage each



other and resolve any disagreements calmly. The wellbeing of staff and pupils is a priority at all times, leading them to feel valued, nourished and fulfilled. Families are particularly well-supported when experiencing difficult times. This is because of the sense of belonging they feel as well as the sensitive support of leaders and staff.

There is a strong sense of justice and responsibility at St Lucia's. Leaders have a deep understanding of the community they serve. They provide a wide range of opportunities for pupils to understand responsibility. These include having water monitors, an eco-committee and older pupils taking care of younger ones. This leads to pupils who are knowledgeable about issues that affect their lives locally. They are also able to explain how they can make choices to impact their lives and those of others. Partnerships with the local community are particularly strong. Pupils and staff understand how to look out to the wider world and encourage the flourishing of others. However, their knowledge about how they can influence change more widely is less developed. They talk about examples of injustice such as poverty and war but are unsure what actions they could take in respect of these situations.

RE has a high profile at St Lucia's. This is due to leaders designing a well balanced and sequenced curriculum that reflects the vision and priorities of the school. It meets the requirements of a Church school, and the content is relevant and diverse. Pupils learn about a range of religious and non-religious worldviews and are able to see how current learning builds on previous years'. In Reception, pupils articulated thoughtful responses when learning about God's wonderful world and the impact of litter. Opportunities to bring learning to life include visits to local places of worship, such as a mosque. These have led to pupils having a deeper understanding which is shown in their thoughtful responses. However, further opportunities for pupils to experience difference and diversity continue to be a priority. Staff development in RE is a focus and is well thought through. Various training opportunities from the diocese as well as those led in school, work together to develop staff's thinking and practice. This leads to a wealth of opportunities in RE that enable pupils to express their thinking in different ways.

Information

Address	Upton Magna, Shrewsbury, Shropshire, SY4 4TZ		
Date	19 March 2025	URN	123508
Type of school	Voluntary Controlled	No. of pupils	95
Diocese/District	Lichfield		
Headteacher	Catherine Coleman		
Chair of Governors	Howard Barnes		
Inspector	Catherine Atkinson		