

### 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.
- [Vision Ambassadors](#) share our vision and values with their peers and take a lead on ethos projects.
- 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.
- Throughout the pandemic school has lived out its Christian vision by ensuring all pupils had quality provision. Recognised through the [Lancashire Equality Mark](#) awarded to school.

### Strand 4: Community and Living Well Together

- Children demonstrate excellent behaviour throughout school.
- 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.
- Headteacher asked to share good practice by presenting at Diocesan conference on prayer stations.
- Links between [church and school](#) are excellent and collaboration on projects throughout the year is successful.

### 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 2: Wisdom, Knowledge and Skills

- School has developed an ambitious [curriculum](#) rooted in our Christian Vision. It is personalised to the locality of the school and needs of our pupils. Opportunities for developing spirituality are in built.
- 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 confident 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.
- Outward facing. EYFS teacher and Headteacher used to support other schools and work on projects with the LA.
- Head a mentor for a new church school head in cluster.

#### WLSJ VISION is for:

*'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 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.

### 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.
- School is part of the British Council link project and connected with a school in Nigeria working on project to tackle climate change.
- School has been awarded the Race Equality Mark.

### 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.
- [New locally agreed syllabus](#) has been adapted to meet the needs of our mixed age classes. This is now being implemented across school and will be refined as it is used in practice.
- School has been awarded the Religion and Belief Equality Mark for its exemplary practice.