

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Cleopas Church of England Primary Academy

Vision

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

‘...love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples.’ John 13:34-35

St Cleopas Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school’s carefully considered Christian vision is effective in allowing pupils and adults to flourish. This is because leaders consistently use the vision to inform their actions. The vision aligns well with that of All Saints Trust, which enriches their partnership together.
- Collective worship enables the spiritual flourishing of pupils and adults. It transforms attitudes and shapes inclusive relationships across the community. Working with All Saints Trust enhances the worship experience at school, creating a strong sense of belonging.
- An active culture of inclusion is shaped by the Christian vision. The desire to walk alongside Jesus motivates a warm welcome at the school, especially for those considered to be vulnerable. This establishes a nurturing culture where pupils feel secure and are ready to learn.
- The curriculum and a wide range of extracurricular activities provide varied opportunities to view the world through different perspectives. This leads to pupils developing a keen sense of moral responsibility to address issues of justice. Consequently, pupils act with compassion in standing up for equity.

Development Points

- Extend the curriculum for religious education (RE) to study a range of religions and worldviews in more depth. This is to strengthen pupils’ knowledge and understanding of the diversity of beliefs that exist in the modern world.
- Strengthen processes by which governors monitor and evaluate the RE curriculum. This is so that they understand the impact of the curriculum and give effective support to leaders in securing improvements.
- Extend the recently adopted approach to spiritual development across the curriculum. This is to enable pupils to experience a rich range of opportunities to nurture spiritual growth.



Inspection Findings

Vision and Leadership

The Christian vision of the school is strong. It is a consistent thread that weaves through leaders' decisions, shaping the moral, academic and spiritual direction of this nurturing community. The biblical roots of the vision foster a culture of acceptance, respect and love. Staff have high expectations, which result in a calm environment where pupils value their learning. The Christian vision ensures that leaders creatively select external partners and learning resources. Their well-considered choices result in positive wellbeing and pupils who are actively engaged in lessons. Governors are active in school life. They know the community well, making choices that reflect the school's vision, for example, their decision to join a trust whose vision is closely aligned with that of the school. This ensures that leaders are united in a common purpose, taking decisive action to meet the needs of a diverse community.

Vision and Curriculum

The Christian vision shapes pupils' experience of learning. A carefully crafted curriculum engages pupils in their lessons. It helps them in making wise choices. For example, they understand how people can learn from the poor choices of others during personal, social and health education. As a result, pupils recognise the importance of looking after their own physical health and are committed to making better choices. A range of resources in lessons give pupils a broad view of the world. Teachers effectively develop pupils' skills to debate and question different views respectfully. This helps them to better understand their own diverse community. Leaders invest in high-quality training for staff. Therefore, they are equipped to help pupils, including those who have additional needs, to access lessons and wider opportunities successfully. Curriculum enrichments, such as activities within the forest school area, create a stimulating environment for learning. These opportunities help pupils to build trusting relationships with their peers as they discover the natural world. Leaders have recently put in place a whole-school understanding of spirituality. Pupils value spontaneous moments of awe and wonder in their lessons, understanding how spiritual experiences help to form their character. However, the new approach is not embedded or planned into the curriculum. Therefore, opportunities are missed within lessons to nurture pupils' spiritual growth.

Religious Education

Pupils are proud of their learning in RE. A sequenced curriculum enables pupils to develop a secure knowledge and understanding of Christianity. They are beginning to grasp the diversity within Christian traditions. As a result, pupils appreciate the religious significance of Christian festivals such as Easter. Reflecting on different views about religion allows pupils time to develop their own beliefs. Consequently, pupils are inclusive in their relationships across the school, respecting each other's differences. Opportunities to hold meaningful conversations with people from a range of religions and worldviews help to engage pupils and deepen their learning. Effective training and support by the trust and diocese increases teachers' confidence in delivering lessons that focus on a range of religions. However, the organisation of the curriculum means that minimum time is allocated to the study of world faiths other than Christianity. As a result, pupils do not build effectively on their knowledge from previous years. They are not able to identify the diverse ways that people think about or practise their faith. Whilst governors take a keen interest in RE, they do not monitor and evaluate RE robustly. Therefore, they are not sufficiently well informed to offer leaders appropriate support and challenge in developing the subject.

Vision and School Culture

At the heart of the local community, there is a warmth of welcome at St Cleopas. Pupils and adults have a strong sense of belonging and acceptance. Leaders embrace the increasing diversity at the school, living out the Christian vision to open hearts to all. This culture ensures that new pupils and families settle quickly. Staff are swift to identify where support is needed and work closely with parents and carers to nurture their child. This



results in increased pupil confidence, resilience and positive attitudes to work. The school environment reflects the culture of inclusion. Pupils actively appreciate calm spaces around the school that support their wellbeing. Areas such as the sensory room and forest school help pupils to think about and manage their emotions. Staff actively role model the school's Christian values. Linking them with the curriculum enables pupils to understand their relevance to everyday life. As a result, they use school values, such as joy and forgiveness, to build positive relationships.

Vision, Justice and Responsibility

The Christian vision, to love one another, forms a strong culture of responsibility. Within the curriculum and collective worship, pupils thoughtfully explore issues of justice, such as deforestation. Themes such as stewardship of the world help pupils identify the impact of unjust actions. Perceptively, they link failure to care well for the world with sadness, war and pollution. The Christian vision and values of the school offer hope and instil a sense of moral perspective. As a result, pupils are clear of their own responsibility to care for one another. They are empowered to develop skills of leadership in this area and are proactive. Pupils firmly believe that they can all do something, however small. Learning about key figures in society, who have championed for change, inspires pupils to do the same. Consequently, they act to change attitudes by caring for the surrounding environment, supporting foodbanks and recycling.

Worship and Spirituality

Collective worship makes a significant spiritual impact on pupils and adults. It provides them with understanding of Bible characters, such as the school saint, Cleopas. In this way, pupils learn what it can look like to walk alongside Jesus in living out the school's Christian values. Close links with St Cleopas Church and clergy enrich adults' experiences, making the Christian faith understandable. Adults value their own time to reflect and are confident in giving pupils opportunities to develop their own personal responses. Time to work with the chaplain in All Saints Trust enriches worship. Her effective staff training has improved the structure and impact of worship. Local high school students, from another school in the trust, lead worship regularly. As a result, pupils embrace with enthusiasm their own opportunities to lead worship. Their meaningful contributions inspire their peers to use the school values, for example, in showing respect. Popular groups, such as the Jesus and me (JAM) club, give pupils time to explore Christian spirituality in more depth. Consequently, they know they can think about or pray for others, including those who are sick. Prayer spaces around the environment offer an inclusive invitation to pause. Thoughtful activities help pupils to understand how to treat others well, without judgement. As a result, pupils have a strong sense of how their Christian vision and values shape their attitudes and behaviour.

Information

Address	Beresford Road, Liverpool, L8 4RP		
Date	21 April 2026	URN	150244
Type of school	Academy	No. of pupils	280
Diocese	Liverpool		
MAT	All Saints		
MAT Chair	Angie Holden		
Headteacher	Sarah Williams		
Chair of Governors	Alison Mills		
Inspector	Jen McIlveen		