



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Euxton Church of England Voluntary Aided Primary School

Bank Lane, Wigan Road, Euxton
Chorley, Lancashire
PR7 6JW

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 26 November 2015

Date of last inspection: 5 May 2011

School's unique reference number: 119473

Headteacher: Giles Storch

Inspector's name and number: Lesley Brookbanks 771

School context

Euxton Church of England Primary School has 211 children taught in seven classes. The percentage of pupils eligible for pupil premium and free school meals is below the national average. The number of children with SEN is in line with the national average. The majority of children are of white British ethnicity. Most children are from Euxton with some travelling from the wider local area. The parish church is within close walking distance of the school.

The distinctiveness and effectiveness of Euxton Church of England Primary School as a Church of England school are good

- There is a shared vision for the school underpinned by a set of agreed Christian values which impact positively on the achievement, personal development and well-being of the whole school community. This is demonstrated in the exemplary behaviour and attitudes of the children and the leadership and teamwork of the headteacher, staff and governors.
- Worship is very important in the life of the school and has a positive impact on the spiritual development of all members of the school community.
- The strong relationship between the school, the parish church and other local churches make a positive Christian impact within the school and wider community.

Areas to improve

- Extend the process of self-evaluation of the school as a church school so that there are regular formal reviews in which all aspects of the school's church school distinctiveness are considered and included.
- Embed a consistent approach to Anglican belief and practice in school worship so that children become familiar with a range of Anglican traditions and age appropriate awareness of the Trinity.
- Adopt a more thorough approach to monitoring and evaluation of religious education (RE) to inform developments in the subject.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values are explicit and deeply embedded in the Christian character of the school. Children say that, 'Christian values are very important to us here. They are why we all get along so well in our school'. Relationships at all levels are exemplary. Parents speak enthusiastically about the impact of the school's Christian ethos on their children's attitudes at school and at home. Christian values shine through and are lived out on a daily basis. For example, in how well children and adults respect each other and children talking about values to resolve issues. There is a consistent emphasis on caring for others which makes an exceptional contribution to children's social and moral development. Children enjoy school; they interact well and in a spirit of cooperation. They describe their school as a special place where they feel safe and happy. There is an excellent level of pastoral care rooted in Christian values and total commitment to support every child's needs. This is demonstrated in the school's compassionate approach to its most vulnerable learners. The school goes to great lengths to ensure that all children, whatever their needs, are supported and included. Parents value the school's nurturing approach and sensitivity towards children with special educational needs. High quality displays on worship, RE and values emphasise the school's Christian distinctiveness and effectively support the children's spiritual awareness and development. They are a constant reminder that the school is a place where faith is nurtured. Spirituality and personal prayer are important to all members of the school community. Parents say that 'worship is meaningful and conveys a spiritual message that holds the school together'. RE contributes well to the children's spiritual development and the Christian character of the school. Children demonstrate practical understanding of their role in local, national and global communities through charity fund raising which is often child led and in response to local, national or international need. Children have a very real sense of right and wrong, justice and what's fair in the world. They enjoy learning about other faiths and speak respectfully of the beliefs which underpin them.

The impact of collective worship on the school community is good

Collective worship has a positive impact on the spiritual development of all members of the school community. Staff and children articulate how worship has helped them, especially in difficult times. They readily identify links between worship, Christian values and their own lives. One child commented that, 'worship gives you time to think and praise God for all the things he gives you in your daily life'. A focus for development from the previous inspection was to provide opportunities for children to experience worship in a small setting. This has been accomplished. Small groups of children regularly plan and lead classroom based worship. They enjoy whole school worship and are confident participators, setting up the worship space, reading and contributing their own written prayers. They sing with great enthusiasm as well as quietly and reflectively when appropriate. The vicar leads worship each week in school and is involved in planning worship themes. Worship planning is firmly rooted in Christian belief and values with Jesus at its centre. Children have a good knowledge of people in the Bible, its stories and key events in Jesus's life. Their awareness and understanding of the Trinity is at an early stage of development. Although children experience Anglican belief and practice when visiting the parish church, this is not fully extended to school worship. Worship is evaluated effectively by children through a worship evaluation book, informal questioning and by visiting governors who join acts of worship. Opportunities for prayer and reflection outdoors and in classrooms are valued and used with sincerity. Children of different ages speak warmly of the opportunity to write and offer their own prayers to place in a golden box in the school entrance or on classroom prayer trees. They explain how prayer is important to them, 'when we pray, we connect with God'. While using the reflection area in the foundation stage area one child responded poignantly, 'Jesus is our friend because he looks after everyone'. She added, 'we have pebbles to hold because we need to pray for mummy'.

The effectiveness of the religious education is good

RE makes a positive contribution to the Christian values of the school and to children's spiritual, moral, social and cultural development. End of year assessment data shows that children make good progress in the subject. This is at least in line with their achievement in other subjects. RE lessons are well planned and delivered and reflect teachers' good subject knowledge. As a result, children engage well and articulate their thoughts and ideas clearly. They talk knowledgeably about people in the Bible and the impact of its stories on their own lives. They describe the Bible as 'offering advice for hard times' and being 'a guide for life'. Children in Year 6 reflect on the impact faith has on other believer's lives, for example, in relation to why people of different faiths go on pilgrimage. Some classes successfully trial the use of floor books to record children's responses which encourage open ended and varied approaches to learning. These approaches enable children to engage with a wider range of higher level skills and deeper learning in RE. Links between Christian values and Gospel teaching are clear and explicit, for example, in relation to trust when learning about David and God. The parish church is used effectively to support learning in RE. Children also visit the local Methodist and Catholic churches, Blackburn Cathedral and The Mosque to enhance their learning. Children clearly articulate their knowledge and understanding of the importance of learning about other faiths. Their responses show that the teaching of Judaism and Islam is very well embedded. Children are less familiar with the Sikh, Buddhist and Hindu faiths. The new subject leader is an experienced teacher who is highly ambitious for the subject. She is very clear about her role and accurately identifies next steps for development in RE. The monitoring and evaluation of RE are embedded and result in planned actions but they are not sufficiently regular and rigorous enough to inform regular tracking of children's progress and detailed action plans.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher's Christian faith is at the heart of his leadership. The success of the school is rooted in the teamwork and commitment of staff and governors which is strong and supportive. Collectively, they ensure that the school's Christian values and ethos are central to the life of the school. Collective worship, RE and the wider curriculum are informed by distinctive Christian values that contribute to children's exemplary behaviour and attitudes. All statutory requirements for RE and collective worship are met. Governors have a good understanding of the school's performance and distinctiveness based on information from the headteacher and staff. An area for development from the previous inspection was to develop church school self-evaluation to include all members of the school community. This has been completed. Some governors visit the school, look at children's work and observe lessons and worship. The RE and worship governor shares in worship and meets the RE subject leader to take part in work scrutiny. Parents respond positively to an annual church school questionnaire. Children's views are taken seriously. They have a role in the decision making process of the school through the school council. This results in action, for example the provision of a buddy bench in the playground. Church school issues are discussed by governors and some are prioritised in the school development plan. However, governors do not play a rigorous enough part in the systematic and regular review of the school's church school distinctiveness. The school and its families have strong and active links with the parish church and with local Methodist and Catholic communities. Church services and wider ecumenical activities involving the school and local community are very well supported by children and families. This helps children understand the role of the church in the community. There is a strong emphasis on supporting the professional development of staff and succession planning. This is demonstrated by attendance on church school leadership training. Two teachers have also been seconded to support other schools in the role of assistant headteacher.

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