



National Society Statutory Inspection of Anglican and Methodist Schools Report

Foulridge, St Michael and All Angels Church of England Voluntary Aided Primary School

Skipton Road
Foulridge, Colne
Lancashire
BB8 7NN

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Blackburn

Local authority: Lancashire

Date of inspection: 11 June 2015

Date of last inspection: 29 June 2010

School's unique reference number: 119434

Headteacher: Hilary Wood

Inspector's name and number: Kathryn Pym 726

School context

St Michael and All Angels currently has 201 pupils on roll. The children come from a wide variety of socio economic backgrounds. Currently 13% of children are eligible for pupil premium funding. The headteacher has recently returned following a lengthy period of absence. Since the last inspection, there has been a change in incumbent. The recent Ofsted inspection December 2014 judged the school to be good.

The distinctiveness and effectiveness of St Michael and All Angels as a Church of England school are good

- The distinctively Christian environment, nurture of pupils and relationships that demonstrate a clear commitment by all stakeholders to the Christian foundations of the school.
- The quality of collective worship and the impact that this has on the spiritual development of the children.
- The prayer life of the school community enables children to develop a relationship with God.

Areas to improve

- As a whole school community, review the school mission statement, aims and vision to reflect the Christian distinctiveness of the school.
- Embed the Christian values that the school promotes, so that these are explicit.
- Improve the links with the parish to enhance the spiritual development of the children and benefit the families that the school serves.

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

The Christian ethos of the school is a noticeable strength and children are nurtured and encouraged to be part of the Christian family. Academic achievement is good and school improvement planning shows dedication to continuous improvement. Children achieve well in core subjects and religious education (RE) due to the quality of teaching, high expectations for all and the nurturing relationships that exist. There is a real sense of knowing next steps, in particular with regards to worship, making the Christian values more explicit in (RE).

Attendance is good due to the fact that children enjoy coming to school. The support that the Christian character of the school gives to the children is excellent and the genuine care for every child is noticeable at every level and in particular with how children care for each other. The learning environment is used at every opportunity to promote the Christian distinctiveness of the school and the displays in the entrance hall are particularly eye catching. Children value the opportunity to pray and reflect in different prayer spaces both inside and outside. The recent improvements to the garden area now provide more opportunities for the children to reflect and are valued by them. Relationships in the school are a strength and staff demonstrate effectively how they want the children to be with each other. One governor said that the 'school is just like a family and it is love that bonds the school together.' The relationship that the school has with the church is growing and shared events have taken place recently. The children speak fondly of worshiping in church and would like more opportunity to do so. Christian values are embedded in all aspects of school life. However, making these more explicit enables children to understand these values and enhance the Christian distinctiveness of the school. RE and other aspects of the curriculum are used to reinforce the values that the school promotes. Children are able to relate teaching in RE to their own faith and to life choices that they make. They can talk about different Bible stories, what they mean to them and how they have helped them in different situations. RE also provides children with an awareness of the diverse community in which they live.

The impact of collective worship on the school community is outstanding

Worship at St Michael and All Angel's is distinctively Christian, with Jesus at the heart of it. It is used to inform the thinking of the day and is valued by all members of the school family. Worship is used to teach and inspire the Christian values that are at the heart of the school. Recent improvements in this area have enabled the values to be taught in a far more explicit way, which has had deepened the children's understanding of Gospel values, their knowledge of the Bible, and their spiritual development. Worship is used to inspire positive actions to help others, such as the school council's current work with regards to the Kids in Kiloan (KIK) Project. Anglican traditions are used in worship and the holding of hands during The Grace was particularly meaningful. Christian values, Bible stories and readings, reflection, prayer, drama, humour and wonderful singing all contribute to these occasions, enriching the lives of all the participants. Children speak positively about worship and their evaluations are thoughtful. The school has rightly identified the need to increase the children's understanding of the Trinity through worship. The ambience created for worship is a particular strength. The school encourages an active prayer life for all of the children, through providing reflective areas, providing opportunities in class and whole school worship for children to lead prayer and through teaching about prayer in RE. Reception children, through continuous provision are able to use reflective areas both inside and outside to pray and do so regularly and in many different forms, such as paintings, prayer pebbles and making crosses. Prayer areas around the school are utilised well, including the garden area. Since the last inspection, children now plan, lead and evaluate worship regularly. This is something that the children value and enjoy. The school recognises that the development of an ethos or worship group will enrich the children's spiritual life further.

The effectiveness of the religious education is good

Teaching and learning in RE has improved since the last inspection. This is shown in the quality

of the children's responses to tasks set, work scrutiny, the high expectations of the teachers and the lessons observed. Teaching is good and outstanding in the early years. The school uses the diocesan scheme of work and provides appropriate balance between learning from and about religion. RE has a very high profile in the school and it is led by a passionate team of subject leaders, who demonstrate a clear knowledge of their subject. They are well supported and challenged by a link governor, who ensures that other governors are kept informed about RE through the standards and effectiveness committee. Standards in RE are in line with national expectations and progress is good, which correlates with the recent Ofsted judgement. RE is monitored regularly and findings used in the school improvement planning process, involving some governors. Children enjoy RE. Attitudes to RE are positive and children demonstrate a good standard of knowledge and understanding about Christianity and other faiths. The children know that they need to work hard in RE, but enjoy the opportunity to discuss and share points of view, as well as more creative approaches to teaching and learning such as the use of role play and hot seating. One child particularly enjoyed learning about different world religions in RE. The portfolio of work, although in its infancy demonstrates a clear understanding of expectations in RE at all levels. It also provides clear benchmarks for moderating activities, which all staff do on a termly basis. The children demonstrate sound Bible knowledge and can articulate how stories help them day to day. One child explained how they were inspired by the young boy in the parable of The Feeding of the Five Thousand to always help other people. RE is used to promote the values which are at the heart of the school.

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

The school has had a period of change but throughout this, the Christian distinctiveness has remained at the heart of the school. The Christian vision and mission statement was articulated by the senior leaders but other stakeholders, in particular the children found it difficult to articulate and therefore its impact is limited. The recent work that has raised the profile of the specific Christian values promoted by the school has enabled them to become far more explicit. The whole school community is valued and demonstrates great care for each other. One parent said that the school has provided a solid foundation for their child. The process of school improvement and self-evaluation now involves governors, who are able to articulate areas of strength and development, in particular through the standards and effectiveness committee. The school demonstrates commitment to the future of the Christian distinctiveness through careful recruitment procedures. Opportunities for continuous professional development are numerous and include sharing good practice in the school, through lesson study and team teaching. The school benefits from partnerships beyond the school. The links with the diocese are strong. Following a period of change, links with the parish are developing. The incumbent visits the school weekly and leads worship. The school visits the church for key times in the liturgical year and class worship, but the children would welcome the opportunity to do this more often. The school acknowledges that further collaboration and partnership with the parish will enhance the Christian distinctiveness of the school. Links with other organisations benefit both the school and a number of charitable organisations, such as KIK and MacMillan. Partnership with parents is strong and they value the Christian distinctiveness of the school. Parents value the level of nurture and the feeling that school is a home from home. One child said that we look after each other like brothers and sisters. They also value the drop in sessions with senior teachers and governors. As a result, the environment is exceptional.

SIAMS report June 2015 St Michael and All Angels Foulridge Lancashire BB8 7NN

