



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bryning with Warton St Paul's Church of England Voluntary Aided Primary School

Lytham Road
Warton, Preston, Lancashire
PR4 1AH

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Blackburn

Local authority: Lancashire

Date of inspection: 28 April 2016

Date of last inspection: July 2011

School's unique reference number: 119547

Headteacher: Elizabeth Morey

Acting Headteachers: Rebecca Scholtz, Elizabeth Robinson

Inspector's name and number: Lesley Brookbanks 771

School context

Bryning with Warton St Paul's Church of England Primary School is smaller than average with 119 children on roll. The proportion of children eligible for pupil premium is well above average. The number of children with special educational needs is in line with the national average. A large number of children are transient. They do not join the school in the foundation stage and leave before entering Year 6. The vast majority of children are of White British ethnicity. Currently, the school is being led by two acting headteachers.

The distinctiveness and effectiveness of Bryning with Warton St Paul's as a Church of England school are good

- The school's mission statement, 'Believe, belong and be the best that you can be', is articulated by all members of this church school community. It is at the heart of its work.
- Relationships within the school community are exemplary and underpinned by distinctively Christian values.
- There is an effective partnership between the church and the school which enriches collective worship and learning for the whole school community.

Areas to improve

- Engage governors in the active self-evaluation and monitoring of the school's church school distinctiveness, including religious education (RE) and worship.
- Develop children's knowledge and understanding of world faiths other than Christianity to extend and deepen their understanding of diversity.
- Involve children in planning and leading their own acts of worship to deepen their spiritual understanding.

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

The school's caring and supportive Christian ethos promotes a way of life that has Jesus as its role model. Children feel happy, safe and secure. The school is inclusive and works hard to ensure that all children can be successful, particularly those who are most vulnerable. Consequently, children make good progress academically relative to their starting points in a calm, purposeful learning environment. Parents are happy and confident that the school provides a Christian example for their children. Relationships between children and adults are exceptional and children show respect and care for each other. As a result, children have a sense of fairness and a commitment to including everyone. The school has adopted a set of core Christian values in order to make the Christian ethos of the school more explicit. This means that values such as peace and friendship are embedding through carefully structured worship themes. The impact on the spiritual, moral, social and cultural development of the whole school community is clearly evident. Children name some Christian values such as hope, forgiveness and trust. They have ideas about how they help in their day to day life. A Year 4 child commented, 'If you fall out with someone, you can hope for forgiveness'. Children are encouraged to pray and reflect in a variety of creative ways. This has a positive impact on the development of their spirituality. A Year 1 child explained, 'you can talk to God anytime, he is always with you'. The school has strong links with an orphanage in Burma and a church in Germany. Visitors from Germany enhance children's active understanding of Christianity as a multicultural world faith. The RE subject leader visited the Burmese orphanage which the school supports through fundraising. Her knowledge and experience of this have a significant impact on the children's understanding and enhances their learning and worship. As a result, they know some of the children by name and offer prayers for them. A parent commented, 'Children have a great understanding of God which helps them show care for one another'.

The impact of collective worship on the school community is good

All members of the school community enjoy worship and respond positively. A Year 6 girl reflected, 'knowing that God is looking down on us in worship helps us to know we are safe'. The worship cycle reflects the church calendar and has a good impact on developing distinctively Christian values. Children are knowledgeable about how Bible teaching links to Christian values and can make a difference to their lives. The story of The Good Samaritan had taught one child, 'just because someone is different we don't treat them differently'. Children know about Anglican practices such as liturgical colours. They are familiar with traditional worship greetings, prayers and graces, including The Lord's Prayer with actions. Consequently, children have developing ideas about the nature of God as Father, Son and Holy Spirit. The school is raising awareness and understanding of the Trinity through the analogy of an apple, art, story and song. Children write and share prayers in creative ways which impact positively on their spiritual development. They add insightful prayers to a lit prayer tree in the entrance or to outdoor trees in the environmental garden. They add hope hands to a classroom cross and reflect using painted stones kept in their work trays. Self-evaluation of the impact of worship is at an early stage of development. This is because the school has plans to involve the wider school community including parents and governors. Currently, this is not in place. However, evaluation of worship by children has informed significant developments. A recently established children's worship team enables children to assist in enthusiastically delivering worship planned by the worship coordinator. This was in response to the children's request to become more involved and for worship to be more interactive. Team members are very proud of their role and recognise its importance. They explain, 'our job is to help children know more about Jesus and the Bible because we're a Christian school'. They share readings, prayers and role play in whole school worship. Year 6 plan and lead their own class worship. Children are not yet consistently planning and leading their own acts of worship. School services are regularly held in church and at key festivals such as Christmas and Easter. This enriches pupils' understanding of the Anglican church year and makes a good contribution to the Christian character of the school. One parent commented, 'Faith is a running theme in this school, children have a great knowledge of God'.

The effectiveness of the religious education is good

Children enjoy RE. This is because a variety of rich and varied learning activities enable children to develop their thinking. These include hot seating, drama, art, multi-media resources and discussion about big questions. A Year 6 boy commented that, 'RE is about expanding your mind'. The majority of teaching is good with some outstanding examples. A tabernacle tent in the Foundation Stage fills the youngest children with awe and wonder. Indoor and outdoor activities help them to explore special places and have a significant impact on their spiritual development. Upper Key Stage 2 lessons affirm children and challenge them to express their own opinions about the ascension. Most children make good progress in relation to their starting points. This is evidenced in class scrapbooks and recently through individual pieces of assessed work. Individual assessments are marked in detail and include next steps for learning. The progress of individual children is tracked. The subject leader is an outstanding teacher of RE who inspires others. Supported by school leaders, she is developing the knowledge and skills to enable her to lead the subject through its next stage of development. As a result, strategies for the assessment of RE are understood by all teachers. They are matched to children's abilities and inform lesson planning. This was a development area from the previous inspection which has been addressed. Recent work on developing robust monitoring strategies in RE is already impacting positively on the quality of teaching and learning. Lesson observations, work scrutiny and moderation of children's work inform clearly identified next steps for development. These are actioned and monitored through the school improvement plan. A Barnabas Bible day and training led by the diocese enhance teachers' skills in using the Bible as a teaching tool. Older children talk knowledgeably about the faith traditions and teaching of Christianity and the life and work of Jesus. The school has rightly identified developing children's knowledge and understanding of other world faiths as an area for development.

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

All leaders wholeheartedly promote and articulate a vision based on distinctively Christian values. The Christian purpose of the school is clearly identified in the school's mission statement, 'Believe, belong and be the best that you can be'. The wellbeing of children is given a high priority and the exceptional level of pastoral care is rooted in Christian love. The school is inclusive and this is reflected in the level of support provided for all children regardless of ability. Consequently, this enables them to make good progress with their learning. Future school leaders are being nurtured. Good examples include a member of staff recently promoted to the deputy headship of another church school. The strong faith and commitment of the acting headteachers ensures that everyone works effectively together. As a result, the staff team is strong and supportive. Self-evaluation accurately identifies priorities for development. There are focused actions to develop Christian values, RE and worship which are swiftly bringing about further improvements. Provision for both RE and worship meet statutory requirements. There have been significant changes to the membership of the governing body since the previous inspection. Issues raised at the last inspection have been fully addressed through diocesan training. Governors are well informed about the school's work through detailed reports from school leaders asking robust and challenging questions. They are highly supportive of the school and plan to be more actively involved in its monitoring and self-evaluation. Currently, this does not happen. The school and church work well together. For example, input from the vicar and curate make a valuable contribution to children's spiritual development. A Year 4 boy explained that the Easter service in church had helped him at a difficult time. He said, 'it made me want to be brave and trust in Jesus more'. One parent summarised, 'This school is a close family rooted in its Christian faith'.

SIAMS report April 2016 Warton St Paul's Church of England Primary School, Warton PR4 1AH