



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Adlington St Paul's Church of England Voluntary Aided Primary School**

Railway Road Adlington  
Chorley Lancashire  
PR6 9QZ

**Diocese: Blackburn**

Local authority: Lancashire

Dates of inspection: 23<sup>rd</sup> October 2014

Date of last inspection: 23<sup>rd</sup> November 2009

School's unique reference number: 119460

Headteacher: Mr Richard Roberts

Inspector's name and number: Mr S.P. Adnitt 590

#### **School context**

St Paul's Church of England School has 187 pupils on roll. These come from a wide variety of socio-economic backgrounds. The proportion of pupils eligible for the pupil premium and those from minority ethnic backgrounds is below the national average. The proportion of pupils who have special educational needs, together with pupils with statements of special needs, is also below the national average. The school shares its site with the church, vicarage, nursery and home for the elderly. The infants and juniors are housed in two separate buildings and the children move between buildings for specialised lessons and worship.

#### **The distinctiveness and effectiveness of St Paul's as a Church of England school are good**

- The outstanding and distinctive Christian ethos permeates all aspects of school life and has an important impact on pupils' personal and spiritual development
- The quality of the school environment enhances pupils' spiritual and moral development.
- Relationships are excellent and based on Christian love and care for each individual and contribute to the pupils' outstanding behaviour.
- The headteacher ensures that the school's Christian character constantly makes a difference to the pupils' academic achievement and spiritual development.
- The relationship with the church and community is excellent. The vicar is a frequent, important and valuable member of the wider school team

#### **Areas to improve**

- Ensure pupils' frequent involvement in planning, leading and evaluating worship in order to deepen their spiritual awareness and understanding of worship and prayer.
- Ensure that all staff, parents and pupils are included in the evaluation of the school as a church school so that effective strategies for further improvement are put into effect.

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

The school's distinctively Christian ethos nourishes, encourages and challenges the spiritual and cultural development of the whole community. The distinctively Christian values of love, compassion, trust, forgiveness and endurance are made explicit and are deeply embedded in the daily life of the school. The staff and governors expound these core gospel values by example evidenced by the excellent quality of relationships between all members of the school community. This, together with the emphasis on caring for others, makes an exceptional contribution to the pupils' social and moral development. All pupils feel safe and special and have positive attitudes to their learning and they know they are valued and loved by staff. The pupils are proud of their school and speak confidently about why it is special to them. One pupil commented, 'We are members of a loving school family. Teachers care for us. It means a lot to me.' The distinctive Christian character of the school has a significant impact on the good academic standards and progress achieved by the end of Key Stage 2 and on the pupils' excellent personal development. Older pupils are positive role models for their younger peers. From an early age pupils learn how to value each other and their surroundings. Parents are very positive about the Christian ethos of the school. One parent remarked, 'It's important for the children to be raised with Christian values. My child knows that Jesus is with him every day in his work and friendships.' These values clearly contribute to pupils' behaviour which is excellent. Interactive worship and religious education (RE) displays, both in classrooms and central areas, engage pupils and promote prayer, reflection and spirituality. They are a constant reminder that the school is a place where the Christian faith is alive and nurtured.

### **The impact of collective worship on the school community is good**

Collective worship reflects the school's distinctive Christian character and is at the heart of school life. Pupils learn a great deal from worship and it helps to develop their understanding of God and the Bible. The vicar has a key role in school worship. He is well liked by the pupils who clearly value his input. One pupil said, 'He is really important because he represents God and the school. He spreads the word of God to us so we can encourage others to follow him too.' Pupils were confident when discussing their faith and demonstrate a growing spiritual maturity. They enjoy worship, display positive attitudes to it and participate well, particularly in their impressive singing. Worship is a valuable experience for all pupils and it has a positive impact on their spiritual development. Worship clearly makes an impact on pupils' daily lives. One pupil, when asked why worship was special, commented, 'In worship we can talk to God, especially if you have a problem. It's good to know!' Worship is well planned and delivered. Good planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Evaluation is a developing strength of the school and involves most stakeholders. This identifies where improvement is needed and informs planning. Pupils take some active part in worship and are involved in the planning and delivery of termly class worship and worship in church at key festivals but say that they would like to be able to plan, lead and evaluate school worship more frequently. 'We would like to be able to do more worship ourselves,' commented a group of year five pupils. This was an issue from the last inspection and though some progress has been made it is an area for further improvement. There are times set aside for quiet personal reflection and prayer, both in formal and informal contexts. This has a very positive impact on pupils' good spiritual and moral development. Worship enables pupils to recognise their responsibilities to others and to reflect on community and personal values. Pupils make good progress in their spiritual development and display a sense of wonder and awe about God's creation.

### **The effectiveness of the religious education is good**

Religious education (RE) lies at the heart of the school curriculum. The teaching of RE is consistently good and has an important impact on pupils' spiritual, moral and cultural

development. The governors have adopted the Blackburn diocesan syllabus for RE. Planning and evaluation of RE is good. By frequently monitoring lessons, scrutinizing plans and pupils' work and talking to learners the RE co-ordinator is able to ensure the continued high achievement of pupils in the subject and identify areas for continuing professional development. Lessons observed showed very good subject knowledge, interactive learning, independent learning, good use of ICT and challenging activities. Attainment and progress are good and in line with national and diocesan expectations. Progress is excellent in developing an understanding of Christianity and other beliefs. Pupils enjoy RE and demonstrate a clear understanding of what it means to be a Christian. One pupil remarked, 'Christians know that Jesus died on the cross and took away all our sins and then came back to life so he could finish his work. He sent the Holy Spirit so that his disciples could tell others about Jesus.' Pupils demonstrate clearly the impact of RE on their lives and the life of the school. Good teaching ensures that pupils are able to demonstrate a high level of spiritual maturity and knowledge. Older pupils apply their learning to possible scenarios in their own lives. This was evidenced in the year 6 lesson where pupils were studying their own 'Life Journey' to date. They are actively encouraged and supported in this reflection. The pupils are keen to discuss their feelings and experiences in RE, and this, together with the high standard of teaching, has a positive impact on pupils' spiritual and moral development. RE promotes cultural identity and understanding of diversity through well planned lessons on major world faiths. St Paul's church is used well and creatively for teaching and learning activities, clearly evidenced by the class portfolios and memory books filled with photos and examples of pupils' work.

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

Leadership and management are both of good quality and strongly promote the school's Christian character and ethos. The headteacher is a dedicated Christian leader who takes all possible opportunities to promote St Paul's as a vibrant church school. Through accurate church school self-evaluation he is able to evaluate effectively the impact of the school's Christian values on pupils' achievements and well-being. There is strong governor input; however, all staff, pupils and parents now need to be more consistently involved in this important process so that they can contribute significantly to the Christian character of the school. The headteacher leads by example and his personal Christian values permeate the life of the school which is reflected in the strong Christian ethos of the school. Leadership of the school is positive and is rooted in strong and effective Christian values. Governors have a strong commitment to the school's Christian foundation. The leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to the RE and worship co-ordinator. Continuing professional development of all staff and governors is a high priority within the school and is contributing to the high standards of RE teaching and worship. The governors are fully aware of their roles and responsibilities and make a valuable contribution to school leadership and Christian vision. The successful school council and eco-council play an important role in involving all pupils in the life of the school. Parents feel that the school listens to their views and that problems are dealt with quickly and sensitively. They know that their opinions are valued. The school's outstanding links with the church and the community ensure that the school is at the heart of the community and that pupils understand the involvement and importance of the church in the local and wider community.

SIAMS report October 2014 Adlington St Paul's Railway Road Adlington PR6 9QZ

