



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**

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

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

Croston Road  
Farington Moss  
Preston PR26 6PR

**Previous SIAMS grade: Good**

**Diocese: Blackburn**

Local authority: Lancashire

27 November 2014

Date of last inspection: 19 March 2010

School's unique reference number: 119612

Headteacher: Alison Gibson

Inspector's name and number: Lesley Brookbanks 771

#### **School context**

Farington Moss St Paul's is a smaller than average sized primary school with 169 children on roll. It serves a mixed semi-rural area and most children are local. The number of children eligible for free school meals is below the average. The number of children with special educational needs is also below average. The headteacher has been in post for two years. The school has recently grown from six to seven classes.

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

- The strong Christian vision and leadership of the headteacher is well supported by staff and governors.
- Christian values, articulated and understood by children, staff, governors and parents, are embedded in all aspects of the school's life and demonstrated in the excellent relationships between all members of the school community and its happy, well-behaved children.
- The quality and impact of collective worship effectively promotes the spiritual development of all who learn and work in the school.
- Mutually supportive links with the local church make a significant contribution to the Christian character of the school.

#### **Areas to improve**

- Promote higher level thinking skills and challenge in religious education (RE).
- Ensure moderation in RE includes assessments which identify those attaining above and below the expected level in order to track children's progress.

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

At the heart of the school is its mission statement, 'Learning, growing, achieving and caring together within our Christian family'. The school's Christian character results in a learning environment which enhances the personal development and academic achievement of all children. This is reflected in data which shows that standards are rising and attendance is excellent. Children are proud of their school and feel valued. Behaviour and relationships at all levels are exemplary. Parents are overwhelmingly positive about the school and its ethos and say children are happy, challenged and excited by the curriculum offered. Evidence from worship, Christian values displays and children's responses and questions demonstrate that core values are clearly understood and articulated and are lived out in the day to day work of the school. For example, one child explained, 'everyone has peace in their heart but need to use it correctly'. Ethos evidence books reflect the school's all embracing spirituality and distinctiveness and provide a comprehensive record of children's thoughts, feelings and reflections about worship, prayer and Christian values. Through a Sri Lanka project and active links with a school in Tanzania where they support the education of a child, children recognise and respect the diversity of different faiths and cultures as well as the role of Christianity as a world faith. Children say it is important to learn about other faiths and cultures in order to understand different people. They enjoy learning in RE and say it challenges them to think about difficult questions. They talk knowledgeably about particular Bible stories and what they have learned from them. One child explained, 'You don't have to be special to follow Jesus, just be yourself'. The parish church is used effectively to support learning in RE. The school works closely and creatively in partnership with the local clergy. Parents appreciate that they are regularly welcomed to share worship in school and church. There is a high level of parental attendance at church services at the end of term and for festivals. There is great emphasis on learners being part of a school, parish, local and global community.

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

Worship is central to school life and inspires the day to day actions of the whole community. It is respected, valued and enjoyed by staff and children who talk about how it enriches their lives. A carefully planned programme of themes is highly effective in promoting Bible teaching, Christian values and children's spiritual development. Christian festivals are celebrated and children are very familiar with The Lord's Prayer, Anglican responses and Christian symbols. Older children speak with clarity about Father, Son and Holy Spirit and the related symbolism of Bible, cross and candle. They describe Jesus as the light of the world, the prince of peace and a guide for life. Personal prayer is important to children. They regularly write their own prayers and make prayer requests. Children are offered many opportunities to respond to worship. Bright, interactive worship displays are in every classroom and children describe other places they can go to be quiet and reflect. This includes a peace tent initiated by younger children. Evaluation of worship has been thoroughly addressed. Responses from children provide next steps which contribute to its continual improvement. The headteacher attends and evaluates classroom worship. The incumbent also monitors worship, in part through the responses of children to questions in worship. Children enjoy their involvement in worship. They lead confidently with a relaxed yet reverent atmosphere. Insightful reflections, for example on the life of St Francis, are poignantly shared. Prayers reflectively link Christian teaching with Christian values such as hope, love and trust. Chosen songs are sung both prayerfully and with enthusiasm. Older children research, plan and lead class worship in small teams each week and lead worship in church. Younger children are involved in planning worship appropriate to their age. Parents write positively about the impact of worship, particularly the continually developing role of children in parish church services. The strong links with the church make a very significant contribution to the nature of worship. The school contributed a cross design for a new altar cloth dedicated by the Bishop of Blackburn on Education Sunday. Children have a wide experience of worship led by clergy and visitors. Parents say that worship in school is a celebration and that it actively promotes Christian values with a clear focus on love and friendship. One parent emphasised, 'God is a presence in this school'.

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

Standards in religious education (RE) are in line with national and diocesan expectation and

sometimes higher. Children's work and class evidence books demonstrate the range and variety of approaches to learning in RE. Drama, role play and discussions support children's growing spirituality and belief. Teaching in Key Stage 1 and 2 is good with many opportunities for enquiry and reflection. Links between Christian values and Gospel teaching are clear and explicit. A Key Stage 1 child's message of peace for Advent was, 'work together, play together and love God'. Older children demonstrate insight and understanding as they research and analyse the events and characters of the Christmas story. They ask meaningful questions and empathise with characters. There is a good balance between learning from religion and learning about religion. Good systems of moderation involve all teachers so that work in RE is accurately levelled and informs planning and next steps in learning. A detailed portfolio of work demonstrates this process. Children say they enjoy RE. They talk knowledgeably about the Bible and the impact of its stories on their lives, describing it as a 'guide for life' and 'a history of famous Christians'. RE has a high profile and the status of a core subject. RE schemes of work comply fully with the diocesan syllabus. They reflect the Christian foundation of the school as well as giving due weight to other world faiths. Robust action plans detail and evaluate progress and governors are kept very well informed about developments in RE by the subject leader.

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

The headteacher has a very clear Christian vision for the school and models Christian faith, belief and values which shine through in every facet of her leadership. She is a highly respected spiritual leader. The school fulfils its Christian responsibility by ensuring that spiritual, moral, social and cultural development is at the heart of its work. The Christian vision for the school is explicitly shared with all stakeholders. The headteacher inspires all members of the school community to ensure that the well-being and academic achievement of children is given the highest priority within its distinctively Christian character. Relationships at all levels are strong and nurturing with Christian values at their heart. Children, staff, governors and parents clearly articulate the school's core Christian values. These values underpin every aspect of school life, which is centred on the Christian faith and example of Jesus. There is a strong ethos of teamwork amongst all who are involved with the school. The strong focus on continuous school improvement is reflected in the robust school development plan where church school issues, worship and RE are prioritised. The school fulfils its Christian responsibility by meeting the statutory requirements for RE and worship. Governors have a very clear understanding of their role. They review and discuss self-evaluation and actively monitor and evaluate the work of the school, challenging and supporting as appropriate. The school is fully committed to the professional development of teachers to prepare them for the future leadership of church schools. Senior leaders are enrolled on the diocesan Christian Leadership course. They liaise with another local church school on shared church school matters. The exceptionally strong links with the church have a significant impact upon the Christian character of the school and demonstrate a positive influence on all members of the school community. Children are actively involved through the voice of the school council. They are confident that their opinions are listened to, valued and acted upon. Parental views are actively sought. They are very supportive of the work of the school and particularly the impact of its Christian ethos. One parent said, 'my child shows empathy towards others, patience and a caring Christian attitude'.

SIAMS report November 2014 Farington Moss St Paul's Church of England Primary School, Preston, Lancashire PR26 6PR