

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farington Moss St. Paul's Church of England Primary School			
Address	Croston Road, Farington Moss, Preston, PR26 6PR		
Date of inspection	16 January 2020	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119612

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Farington Moss St. Paul's is a primary school with 194 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages.

The school's Christian vision

Thrive in the gift of life

We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

'I came that they may have life, and have it abundantly.' (John 10:10)

Key findings

- The strong leadership of the headteacher, supported by effective senior leaders and dedicated staff, leads to a Christian community in which all flourish. The school is developing its practice in supporting other schools in enhancing the impact of their vision, values and ethos.
- The Christian vision drives the focus on the whole child and on each child as unique, allowing all to be the best they can be. The governing board is not formally monitoring the impact of the vision on the Christian distinctiveness of the school.
- The curriculum is underpinned by Christian values. Religious Education (RE) plays a major part in this, creating clear and profitable links across subjects, deepening pupil understanding of the subject.
- Collective worship is inclusive and engaging, with a high degree of pupil participation. Pupils are developing their role as leaders of worship. Celebration of personal prayer is underdeveloped.
- Highly positive relationships with the local church support both school and the local community. The church makes a recognisable contribution to the Christian distinctiveness of the school.

Areas for development

- Systematically implement formal monitoring and evaluation of the effectiveness of the Christian vision so that its impact on school development is more clearly evident.
- Enhance pupil spirituality through greater independence in leading whole school worship and more prominent celebration of personal prayer, extending their role as partners in the Christian distinctiveness of the school.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Strong and ambitious leadership ensures that the Christian vision drives daily life and strategic development. It is interpreted as 'encouraging everyone to live life to the fullest and embrace all God's gifts'. It reflects the school context and together with the values develops a firm sense of self-belief in adults and pupils. Pupils know they are cared for and that they have a responsibility to live out the vision and values. The Christian vision is clearly informing policies and therefore the excellent everyday practice. Its impact is evident in achievement and progress with vulnerable pupils making good progress. The exemplary practice in developing the whole child through the vision and values, enables the school to work with other schools and outside agencies. This includes sharing their Christian distinctiveness with a community school, and working with a neighbouring diocese to develop use of the resource 'Godly Play.' Positive links with the Diocese are evidenced through the school gaining the Diocesan Award for Christian Values. In addition the deputy headteacher carries out successful outreach work in developing the impact of other schools' Christian visions.

Governors have a visible presence and are knowledgeable about their school. They have a good understanding of the daily impact of the vision and how the values support this. Christian distinctiveness is discussed and verbal feedback on visits is provided. However, systematic formal recording is not established, so any impact of monitoring is not clearly evident. The impact of the vision on decision making is evidenced by funding a family support worker. Wellbeing is a strength illustrated by provision of an external counselling service and school leading on implementing a scheme for formal support meetings for staff. The Christian vision is lived out through successful provision for pupils at risk of exclusion, currently being reintegrated back into class. Quality induction and professional development support all staff, whatever stage of their career, including trainee teachers and developing future Church school leaders. Staff feel part of the highly inclusive school family, being able to live out their personal faith in school daily life. They speak of children thriving in an inclusive family environment full of kindness.

Parents are positive about the Christian vision and its impact on their children, recognising the values are lived out as their children speak of them as part of everyday life. They appreciate the approachable, supportive staff. They value the leadership opportunities provided for pupils and talk about their children thriving. Parents feel part of the school family. Pupils value their school as a Christian school. They interpret the vision as 'Thrive means enjoying what you do.' They speak of all children being special, belonging and are proud that they welcome everyone unconditionally. Ethos books highlight pupils' interpretation of the core values. They have a very well-developed understanding of the meaning of Jesus' teaching. Pupils explain 'parables are Jesus' messages', relating these to their own lives. Older pupils connect the story of Pentecost to the value of courage. Links with the wider community are shown by the relationship with a local care home and choir performances at local events. Pupils have a lead role in identifying social action projects including supporting the local hospice and a child in a school in Tanzania. They are aware of global issues such as pollution, lack of water and climate change. They speak of charity as 'doing' as well as donating.

The vision drives the curriculum with themes supported by Bible quotes. Living out the values is supported by appropriate texts and RE has a prominent role in cross curricular learning. Values are integrated into the personal and social curriculum, as well as powerfully supporting spiritual, moral and cultural development. This convincingly enhances respect for difference and diversity. Younger pupils have a link with a community school, working on sharing curriculum and further developing their understanding of values. This is supporting pupils in exploring diversity and community with depth and sensitivity. High quality enrichment activities are accessible to all. Confident, articulate and respectful pupils link the vision and values to their daily lives. The school council nominate children for the half termly Christian Value award. They have an impressive range of responsibilities; school council, lunchtime leaders, energy group, worship support, reading and social buddies. Behaviour is exemplary, with dignity and respect for all at the core.

Collective worship is inclusive and engaging and at the heart of the school, with an exemplary degree of pupil participation. Art, music and drama facilitate pupils sharing and interpreting the messages. Pupils articulate messages from worship and explain how these influence them, relating them strongly to the school's vision and values and passages from the Bible. Examples of personal courage are linked to a quote from Psalm 56, 'God will

fight for you and God will protect you if you trust.' Pupils value worship, speaking of being able to 'talk to God and learning good qualities'. Insightful class based worship is confidently led by groups of pupils, only classes lead whole school worship, as well as a variety of adults. Worship in church is led by pupils. Pupils have a well-developed understanding of prayer, writing prayers in class and valuing times of whole school prayer. However their prayers are not shared with and celebrated by a wider audience. They have an age appropriate understanding of the Trinity, speaking of three in one; the same but different. Older pupils have an understanding of the Eucharist and many attend confirmation classes. The quality of worship has been enhanced through implementing pupil ideas, shared through their monitoring and feedback. The exceptional partnership with the church is shown by its input into worship and positive relationships between the incumbent, pupils and adults.

RE is delivered through themes linked to the broader curriculum. Deep questioning ensures effective challenge. Ethos and special books evidence pupil understanding and engagement with RE. Displays showcase progression and standards are high. Monitoring is effective using a school developed format. The RE lead is working with a variety of schools, through the Local Authority, sharing exemplary practice in the role of RE in cross curricular learning.



The effectiveness of RE is Excellent

Teaching in RE is consistently better than good. Creative teaching methods, including deep questioning, encourage engagement and a depth of thinking. Consequently standards are high and all pupils, including those recognised as vulnerable, make excellent progress. RE provides a particularly safe environment for these pupils to learn and achieve. Assessment is regular, rigorous and effective. Highly effective monitoring by leaders, together with internal moderation and sharing of good practice ensures the standard of teaching and learning remains high.

Headteacher	Alison Gibson
Inspector's name and number	Pat George 845