

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Padiham Green Church of England Voluntary Controlled Primary School</b>	
St Anne's Street, Padiham, Burnley, Lancashire. BB12 7AX	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Blackburn</b>
Previous SIAMS inspection grade	Good
Local authority	Lancashire
Date of inspection	18 May 2017
Date of last inspection	February 2012
Type of school and unique reference number	VC Primary 119366
Headteacher	Mark Dixon
Inspector's name and number	Jo Williams 863

### School context

Padiham Green is an average sized primary school. The majority of pupils are of White British heritage. The number of pupils eligible for free school meals and the pupil premium grant are above the national average. The school serves an urban area which is subject to social and economic disadvantage. Since the last inspection there have been several changes to key staff. This has included the retirement of a long serving teacher and the appointment of a new deputy headteacher and assistant headteacher over the last twelve months.

### The distinctiveness and effectiveness of Padiham Green as a Church of England school are good

- Strong leadership, modelling core gospel values, such as compassion and truthfulness, directly impacts on the clear Christian character of the school.
- Highly effective relationships, rooted in the school's Christian ethos, give pupils a sense of being cherished and valued for who they are. This is key in contributing to pupil wellbeing.
- Christian values underpin high levels of exceedingly respectful and considerate pupil behaviour. This is because the school's twelve core gospel values are embedded in daily Christian worship and lived out at home.

### Areas to improve

- Extend pupils' input into collective worship to secure more effective and systematic evaluation.
- Deepen pupils' spiritual development through extending reflection and prayer spaces to the outdoors.

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

Jesus' invitation in Matthew's gospel to 'Come, follow me' fully underpins the Christian character of the school. The Christian character is similarly strengthened by a set of core Christian values that are a key focus throughout the school. These biblical challenges are highly visual around the school and directly impact on pupils' academic achievement whatever their background or circumstances. The local curate comments that this approach 'allows every child to receive a good education, play a valued part in society, influenced by Christian values and vision'. The school regularly refers to the 'PG family and PG mindset'. This distinctively Christian ethos ensures high levels of pupil wellbeing. The headteacher believes strongly that pupils feel Christian love in the school. As a result, they are

able to rise to the expectation to do their best. This was reiterated by staff who spoke of the promotion of pupil self worth noting, 'you're worth something, we love you, we're proud of you'. Governors attribute the school's Christian ethos to the successful embedding of pupils' spiritual, moral, social and cultural development. One governor commented that it generates 'a respect for themselves and for others'. Exceedingly meaningful relationships across the school are firmly rooted in the Christian character. As a result, pupils feel deeply cherished and valued. A member of staff commented, 'that every child is treated the same, they love coming to school, they know they're cared for'. Likewise, the Christian character directly influences extremely positive pupil behaviour. One child explained, 'because we all respect God, we try our best to stick to God's words'. Parents also commented that the Christian values influence positive pupil behaviour. The curate illustrated the impact of Christian values on pupil behaviour and how it made sense in the context of the Christian story. He said that they, 'are not abstract ethics but that pupil behaviour is derived from an understanding of that Christian story'. Pupils have a good understanding of Christianity as a multi-cultural world faith. Similarly religious education (RE) draws on the school's Christian values to support pupils' understanding of the subject. Therefore, RE plays an important role in deepening pupils' spiritual, moral, social and cultural development. Classroom displays highlight different Christian traditions. For example, a recent topic on Brazil, used the statue of Christ the Redeemer to reinforce pupil knowledge. As a result of engagement in a variety of meaningful experiences, pupils have a well established understanding of diverse communities. For example, regular Chinese visitors to the school and 'friendship days' with different local schools provide positive and varied interaction. A pupil explained the importance of learning about other faiths and communities as 'you know what to do, what to say, how to respect others'.

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

Collective worship is thoroughly enjoyed by the whole school community and is relevant to pupils. Adults, including parents, look forward to sharing in worship at the school. Worship regularly features current news items and ends with a personal challenge. The headteacher explains that worship 'always has an application at the end. Jesus did this so what are you going to do' as a result? The school's twelve gospel values, such as hope and forgiveness, underpin the daily Christian worship and impact on pupils' daily lives. As a result, parents speak of how these Christian values are lived out at home. After a squabble between siblings, one child had been heard to say, 'no, that's not the right way, I need to be compassionate'. Likewise, worship is rooted in biblical teaching and constant reference is made to the school's mission statement from Matthew's gospel, 'Come, follow me'. The introduction of responses about The Holy Trinity, at the beginning of worship, is providing the pupils with an initial understanding of God as Father, Son and Holy Spirit. Prayer plays an important role in worship. A teacher commented that prayer in worship meant that pupils, 'go back ready to learn, calm and reflective'. Pupils recognise the different aspects of prayer. They give examples of finding comfort in prayer at times of need and explained that God was someone they can talk to. However, whilst prayer tables are easily accessible around the school building, as yet there are limited quiet spaces for pupils to access outdoors. The school recognises this as an area for development. There are many examples of pupils planning and leading worship on a regular basis. A parent explained that pupils 'plan it from their own ideas, write prayers and do the readings'. Pupils also plan worship to share their ideas on the current Christian value, resulting in a keen ownership of worship activities. The adults who lead worship undertake informal self-evaluation and feedback to one another. Currently there are no formal structures for pupils to share their opinions on worship. The school has identified this as an area for development.

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

The school's leadership is highly effective in sharing the school's openly Christian vision. A parent recalled the vision as 'always there, part of everyday life'. This is also exemplified by a teacher describing the staff as a team effort that 'follows the head's lead who in turn follows Jesus' lead'. The Christian vision has a positive effect on standards in that pupils make good progress from their individual starting points. A governor illustrated this by saying that, 'children want to please the staff and that Christian values make them try harder, think about what they're doing and have self-belief'. Likewise, the children are accepting of failure and learn from it. Staff credit the Christian vision to positive outcomes for pupil wellbeing adding, 'it makes them feel secure, bringing the best out of them'. Detailed long term plans ensure individual pupil success. This is achieved through strong relationships, based on mutual Christian trust between staff and governors, that secure long term strategic actions to impact on pupil outcomes. Greater rigor through effective self-evaluation is provided by governors in response to the last inspection. For example, governors are providing appropriate challenge ensuring that the current review of the curriculum has the Christian values at its core. Religious education (RE) is effectively resourced and managed and there is meaningful Christian collective worship. Likewise, RE and collective worship are used to reinforce key themes and values that directly impact on pupils' spiritual, moral, social and cultural learning. As a result both meet the statutory requirements. The school has a clear vision for staff development. This has included specific training relevant to church schools. Consequently, staff have been able to develop in their roles within a church school context enabling

teachers to grow into more senior roles. An example of this is a teacher leaving at the end of the term to take up a deputy headteacher role in a nearby church school. The school enjoys mutually beneficial partnerships with a range of community organisations. There are particularly strong links with the local parish church. For example, the school uses it as a venue for the nativity and some pupils have joined the choir on Sundays. Likewise, local volunteer archivists have worked closely with the school on several projects developing a significant two way relationship. Pupil visits have enriched the lives of elderly residents of local care homes whilst learning about the lives of the older generation. The Christian vision is lived out across the school. In his termly report to governors, the headteacher uses the phrase, 'with God's help', ensuring that Christ remains at the heart of all the school does. For example, the wider school community came together to develop a new vision and values in response to the areas for development in the previous inspection. When outlining the Christian journey that the school had travelled, the headteacher explained that Jesus' presence is now keenly felt. As a result, the school provides a Christian sanctuary for a community facing the challenges of modern society. The curate explained this as simply, 'faith is very important here'.

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