



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

### **Poulton-le-Fylde St. Chad's Church of England Primary School**

Hardhorn Road  
Poulton-le-Fylde  
FY6 7SR

#### **Diocese:**

Local authority: Lancashire

Dates of inspection: 13<sup>th</sup> June, 2013

Date of last inspection: 31<sup>st</sup> October, 2007

School's unique reference number: 119556

Headteacher: Mr Pete Hyland

Inspector's name and number: Mrs Linda Roberts 523

#### **School context**

Poulton-le-Fylde St. Chad's Church of England Primary School is situated close to the centre of the small town of Poulton-le-Fylde. The school has 245 pupils, the majority of whom come from white British backgrounds. Percentages of children on the special educational needs register and in receipt of pupil premium funding are low. The headteacher took up his post just after the previous inspection.

#### **The distinctiveness and effectiveness of Poulton-le-Fylde St. Chad's as a Church of England school are outstanding.**

The school has a distinctively Christian character and it is evident that all members of the school community are on a journey of faith together. St. Chad's is an extremely happy and effective school where everyone is nurtured within a Christian ethos. Christian values are promoted effectively, enabling children and adults to achieve their potential in all aspects of their development.

#### **Established strengths**

- Visionary Christian leadership at all levels.
- Quality of teaching and learning in religious education.
- Spiritual maturity of the children.
- Relationships throughout school underpinned by Christian values.

#### **Focus for development**

- To further develop children's multi-cultural awareness.
- To continue to embed the school's chosen core Christian values in the day-to-day life of the school.

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

All aspects of life at St. Chad's are built upon a solid foundation of Christian values, such as peace, forgiveness and endurance. As a result, the school is a happy, relaxed, purposeful and

thriving Christian community where the needs of all learners are met. Children's behaviour is exemplary and relationships between all members of the school community are positive, caring and supportive. Children enter school at above average starting points. They make good progress and achieve well throughout their school career with the school providing a high level of challenge for all. Children's spiritual development is encouraged and enhanced through a wide range of opportunities, both within the school building and outside, that enable them to respond to God through music, art and creation. Children value the reflection areas in their classrooms and around school. They described how they use them for quiet thought and prayer or to reflect upon their own actions. For example, one child described how she felt she had to say sorry to God for something and so she noted it down and placed her thought into the special box in her class reflection area. The beautiful garden area outside is used for outdoor worship as well as providing a quiet area for children. At present, the children are excited about placing the large model animals they have made into the garden to enable them to think more about the messages in the story of Noah's Ark. Children appreciate the ethos of the school and the opportunities it affords, describing their school as "unique" with one child adding, "If it was my decision, I wouldn't go on to high school." Children's social and moral development is excellent. Children take upon themselves the responsibility to initiate projects to support a range of charitable projects both at home and abroad. At the time of inspection, Year 6 were engaged in an enterprise week and had taken full responsibility for planning, keeping accounts, making and organising a daily sale of items in order to raise funds for a charity of their choice. Children have a developing awareness and understanding of other faiths and cultures, with initiatives such as 'Faith Week' doing much to support this. The school rightly identifies multi-cultural awareness as an area to develop further. The quality of provision in religious education makes a highly effective contribution to the distinctive character of the school and to children's social, moral and spiritual development. The school's core Christian values, chosen by the children, are evident in religious education and worship and the school is now considering the application of these across all aspects of school life.

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

Whole school worship is a central focus of each school day, providing affirmation and inspiration for the whole school community. Worship is considered as "enjoying ourselves in God's presence" and as being a vital part of each individual's spiritual journey. The setting for worship is calm and reflective with children entering reverently and joining in with a quiet song and sign language. Worship follows a familiar pattern of opening responses, including The Peace and Candle Time, when the candle is lit and a song is sung to remind them of the symbolism of the candle. Children are fully involved in planning and leading worship and do so competently without any aid from staff. On the day of inspection, Year 5 children led worship on the theme of courage. They incorporated a role play based on real life scenarios, a Bible reading, a drama based on the story of Moses, prayer, reflection and song. The remainder of the school were engaged throughout and were certainly given a great deal to think about. The overview of planning for collective worship is undertaken thoroughly by a team at leadership level and involves local clergy, who also lead acts of worship on a weekly basis. Evaluations take place each week and involve all staff and children on a rolling programme. Consequently, all who plan and lead worship have a sound knowledge of successes and areas for development and, most importantly, know that worship is making a valuable contribution to the spiritual development of each individual within the school community. Worship benefits from a range of leadership thus making it inclusive and accessible to all. Personal spiritual growth through worship is evident in the children's enthusiasm for producing their own high quality worship materials and their ability to talk about their personal experience of worship and relate what they have learned to their own lives. Such is their confidence and maturity that worship sometimes includes times of open and spontaneous prayer. Parents and members of the community regularly join the school for class worship. The impact of collective worship in school was recognised when the

school received the Church School Distinctiveness Award for best practice in worship in 2010.

**The effectiveness of the religious education is outstanding.**

Religious education has a high profile within the school and has the status of a core subject. Standards in religious education are now commensurate with those in other core subjects. Since the previous inspection, all areas for development in relation to religious education have been addressed. This has resulted in the effectiveness of religious education being a strength of the school. The school has taken the innovative and strategic step of developing a leadership team for religious education. The team has worked effectively to ensure that standards in religious education are high and that members of staff have the ability to deliver imaginative, creative and high quality lessons. Members of staff are supported well with both planning and teaching, with a great deal of effective team teaching taking place. All aspects of teaching and learning are subject to a rigorous cycle of monitoring and evaluation. This has resulted in outstanding teaching with children making excellent progress throughout school and achieving levels beyond those expected for their ages. Children are provided with many opportunities to respond to questions of faith and morality. In a Year 4 lesson, children focused on developing the skills necessary to reflect, empathise and apply by considering what Jesus meant when he said, "You are Peter and on this rock I will build my church." At the close of the lesson, time for personal reflection allowed children to apply their learning and consider their own role in life in relation to Jesus' statement. Learning in religious education is well differentiated with high expectations for all. Children are supported by a wide range of resources, including ICT, with effective use made of artefacts to stimulate questions and learning, for example in the Year 2 'pass the parcel' activity using Jewish artefacts. Children are articulate and confident in discussing their learning. Year 6 children spoke sensitively and thoughtfully about the impact of their learning on their understanding of the Trinity, their relationship with the Holy Spirit and the importance of confirmation.

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

Leadership is outstanding at all levels. The headteacher has a clear Christian vision for the school firmly rooted in Christian values. Faith is central to the school and provides the foundation for everything. A strategic view has been taken in appointing staff with expertise in aspects of church school distinctiveness. Time has been allocated to ensure that actions for improvement are carried out and this has resulted in all areas for development from the previous inspection being addressed highly effectively. The leadership team for religious education have clearly designated roles and work together extremely well. Accurate self-evaluation has led to the school identifying areas of strength and those areas for development. These areas have been incorporated into the school improvement plan. Governors are supportive and recognise their role in providing challenge and in holding the leadership of the school to account. Children on the school council assume responsibility and work effectively within their remit.

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