



National Society Statutory Inspection of Anglican and Methodist Schools Report

Glazebury Church of England Voluntary Aided Primary school

Warrington Road, Glazebury, Warrington WA3 5LZ

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Liverpool

Local authority: Warrington

Dates of inspection: 9 October 2015

Date of last inspection: June 2010

School's unique reference number: 111362

Headteacher: Jenny Hindley

Inspector's name and number: Ruth Wall (548)

School context

Glazebury is smaller than the average-sized primary school with 98 pupils on roll in mixed age classes. The vast majority are from White British backgrounds. The proportion of disadvantaged pupils supported by the pupil premium is below the national average as is the number entitled to free school meals. The proportion of disabled pupils and those who have special educational needs is broadly average. A new chair of governors was appointed in October 2014. Following a three year interregnum, a vicar was appointed at Easter 2015. The Headteacher and assistant Headteacher took up their posts in September 2015.

The distinctiveness and effectiveness of Glazebury as a Church of England school are outstanding

- The school's outstanding Christian ethos very effectively nourishes the high standard of children's spiritual, moral, social and cultural development.
- Senior leaders, governors and staff provide an inclusive education, based on Christian values, which underpins the excellent relationships within the whole school community.
- Excellent daily worship makes a significant impact on pupils' spiritual growth.
- The very strong relationship with All Saints parish church inspires a shared Christian vision for learning and development.

Areas to improve

- Enable the pupils to understand more clearly, and make links between, the beliefs and practices of faiths, other than Christianity, through visits to their places of worship.
- Ensure that the curriculum, including collective worship, provides more experience of Christian diversity to extend and enrich pupils' understanding and appreciation of different expressions of Christianity.

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

The mission statement reflects and inspires the impact of the school's Christian ethos: 'Growing together at the heart of God's community'. Younger children use signing to help them understand this motto. Firmly established Christian values make an impact in all areas of school life and are evident in the attitudes and behaviour of adults and children. Parents affirm that this helps to influence children's conduct at home. Colourful displays and Christian signs and symbols emphasise the school's distinctiveness and support the children's spiritual awareness and development extremely well. Prayer spaces in all classrooms are well used and include children's own prayers and reflections. Children know formal prayers and understand the value of personal prayer which they say 'you can do anytime, anywhere'. A values tree displays heart petals of children who have demonstrated Christian values. All children had an input in writing the highly valued school prayer. Staff, children and governors have their own laminated copy to use in collective worship. By request, many parents have also been given a copy. Pupils know that any issues are dealt with promptly and fairly and as a result they feel valued and secure. Children's spiritual, moral, social and cultural development is excellent as a result of the focused Christian perspective given to planning across the curriculum. This includes appreciating the awe and wonder of God's creation. Creativity is a key feature of the school which enables children to express their views and feelings and develop a sense of spirituality. Children show concern for world issues and, as an expression of their Christian service, often take the initiative in organising fund-raising events. RE makes a significant contribution to the school's Christian character. As a result, children know about their Christian heritage and also say that learning about other religions helps to give them an understanding of their similarities and differences. They are made aware that Christianity is a world-wide faith through a range of activities including exploring Christian celebrations in different countries. Data shows that all groups of children are making good progress across the school. The school's Christian character contributes strongly to this by providing an ethos, based on respect and trust, in which pupils are enthusiastic learners and feel supported and able to move on when difficulties occur.

The impact of collective worship on the school community is outstanding

Collective worship is central to the life of the school and makes an excellent contribution to children's spiritual and moral development. It is inclusive, vibrant and valued by all. The Headteacher, coordinator and vicar plan themes together based on Christian values, the Bible and major Christian festivals. The Gospel value for the half term is communicated to parents in the weekly newsletter along with a prayer written by a child. Demonstrating how the school has moved on since the last inspection, there is now a structured approach to evaluating the impact of worship which has improved its quality. Children's reflections are used to inform development. Children across the school are developing their skills in planning and leading worship. Year 6 children say this has increased their confidence and that younger children understand and learn from them. Children have an excellent knowledge of the life and person of Jesus and a developing understanding of the nature of God. At the start of worship children are reminded of the significance of the Bible, the cross and candle. Year 6 children say that the Holy Spirit is a gift that can help them in their daily lives. One boy said, 'It's God inside us and everywhere'. Children appreciate the vicar's regular input. They say, 'She gets along with us and answers our questions.' A Year 6 girl said, 'She knows a lot about God and so do we as we are in a Christian school.' The whole school clearly enjoyed the worship, led by the vicar from the deanery. Using various items of chocolate he skilfully and humorously retold a Bible story. As a result children understood the message of being thankful and sharing with others at Harvest. The quality of the singing, as children enter and leave the hall and in the service itself, is outstanding and enhances the worship experience. Parents, governors and friends from the community regularly join the school for worship in school and in church. Written feedback bears testament to their enjoyment and appreciation.

The effectiveness of the religious education is good

Children speak positively of their enjoyment of Religious Education (RE). There is a good balance between learning about and learning from religion. Children make good progress, as is evidenced in portfolios, written work and in their oral responses, because they are responding to creative and challenging RE. The subject leader is very experienced and demonstrates expertise and dedication in the quality of her leadership. She has been very proactive in sharing best practice with a community school and local church schools. This included organising and leading a highly successful gifted and talented RE day with children from seven schools. Children rose to the challenge of applying ideas about forgiveness, struggle, suffering and hope with reference to the Easter story, and through the medium of dance. Marking informs children on how to improve their written work and they make appropriate responses. Action planning identifies the need to enhance children's knowledge and understanding of faiths, other than Christianity, by visits to their places of worship. In the Year 6 lesson observed, a calm and trusting atmosphere was created as children carefully considered and discussed which Christian values could help them in their own life journeys. The teacher identified that there was some confusion regarding the nature of different Christian denominations. Teachers appreciate the subject leader's support and guidance in trialling a Big Questions approach to learning from RE and in assessment and moderating levels of achievement. They have a shared commitment to improving standards and recognise RE as a core subject. A variety of effective teaching and learning strategies are used, including drama, art, craft and multi-media resources. Planning is often cross-curricular including World Maths Day which involved children in studying, designing, and costing their own stained glass windows. Children benefit from input from the link governor, vicar and chair of governors who share their expertise to enhance children's learning.

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

The recent appointment process for recruiting senior leaders was rigorous, focusing on a commitment to promoting the Christian distinctiveness in school. Leaders and governors are highly effective in articulating and promoting the Christian ethos throughout the school and beyond to the community. Governors confirm that in the transition of leadership the school has not lost its Christian distinctiveness. The school knows itself well and has accurately identified priorities for improvement. Foundation governors are knowledgeable and have a clear understanding of their role. They are proactive and successful in supporting, challenging and monitoring the work of the school as a church school, using their various and considerable skills to very good effect. RE and collective worship are extremely well led, with planning and evaluation contributing effectively to future development. Diocesan and in-service training enhance the Christian distinctiveness of the school. The school is committed to the professional development of teachers. Leaders and governors recognise the importance of the school's Christian character in creating an ethos which supports effective learning. The school plays a pivotal role in the way church, school and community work together and important celebrations are shared events. The over 60s group enjoy their weekly welcome for worship, lunch and conversation with the children. The input from the parish church and vicar make a valuable contribution to the life of the school and present a positive image of the church. Parents' comments on questionnaires give examples of happy, settled and confident children and that those with educational and medical needs are extremely well cared for. There is a strong team spirit and supportive relationships have had a significant impact in enabling the school community to unite and drive the school forward during recent challenging times.

SIAMS report, October 2015, Glazebury Church of England Primary School, Warrington WA3 5LZ