

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Green Haworth Church of England Voluntary Aided Primary School

School House Lane, Accrington, BB5 3SQ

Current SIAMS inspection grade	Outstanding
Diocese	Blackburn
Previous SIAMS inspection grade	Good
Local authority	Lancashire
Date of inspection	5 October 2017
Date of last inspection	February 2013
Type of school and unique reference number	Primary Voluntary Aided 119442
Headteacher	Philip Turner
Inspector's name and number	Tracy Hallows 831

School context

This much smaller than average, rural school is situated on the outskirts of Accrington. Pupils come from a wide range of socio-economic backgrounds. The majority are White British. The percentage for whom extra funding is received due to social or economic disadvantage is significantly higher than the national average. The percentage of pupils joining the school at times other than the usual starting point has increased significantly recently. There are now 79 pupils on role. The pupils are taught in three mixed age classes. All teaching staff have changed since the previous denominational inspection. A new deputy headteacher started at the school in September 2017.

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

- The Christian vision of the school is lived out on a daily basis by an inspirational headteacher ably supported by an active and effective governing body. As a result all feel valued and nurtured in this welcoming Christian environment.
- Reflection in worship and throughout the school day impacts positively on the spiritual development of the school community.
- Love and forgiveness permeates every interaction in this school, clearly demonstrating Christ's teaching and enabling all to trust that their needs will be met.

Areas to improve

- Develop a rigorous monitoring and evaluation system for religious education (RE) that leads to effective improvement in planning and in standards.
- Ensure that the new subject leader for RE receives support and training for implementing the new diocesan syllabus.

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

The distinctive Christian environment is evident from the moment you arrive at the school. Christian signs and symbols alongside meaningful Bible quotes are displayed throughout the school giving a visible reminder that God is ever present. From a below national starting point the majority of pupils achieve in line with and sometimes above national expectations. This means that they make at least expected and often accelerated progress from their various starting points. This is expressly linked to each pupil being seen as a unique child of God. As such their individual needs are exceptionally well catered for which leads to excellent progress both academically and personally. The breadth of activities offered to pupils gives them a rich and varied experience which has a significant impact on their strong spiritual, moral, social and cultural development. The school's Christian ethos is clearly applied to attendance and exclusions. Families are well supported when attendance is below expectations. The school's distinctive Christian character has an exceptional impact on the lives of pupils and their families. Those parents whose children have experienced challenges speak with gratitude about the support and advice they have been given. A high number of parents travel some distance to bring their children to this school. They are unanimous in their belief that 'it's worth travelling for'. One parent who transferred his children here from another school said, 'I don't understand why it makes a difference but they have Jesus in here (pointing to his chest) and that's what makes this school special'. There is a distinctive set of Christian values and pupils are clearly aware that their interpretation has roots in biblical teaching. Pupils can readily summarise Bible stories which link with the values. For example they talk of how generosity was shown when 'the poor widow gave two coins which showed much more generosity than a rich man giving thousands of coins.' The values are clearly displayed in each classroom and are used as part of everyday interactions to support the personal development of pupils. One Year 6 pupil said; 'following our 'Go for Green' values makes our school a better place, we try to do what Jesus would do'. The pupils are very proud of being given a 'what would Jesus do' wrist band when they are shown exhibiting the value that is the focus. The school uses the diocesan syllabus for RE which ensures a balance of learning about faith and learning from faith. A range of religions are studied and this helps to foster an understanding and respect for different faith perspectives. Through the RE curriculum content, their support for Christian charities and a range of visitors into school, the pupils have an impressive understanding of the diversity of Christianity. Older pupils talked readily about a Christian orphanage in Tanzania that their school is supporting to build a high school. In the best RE lessons pupils work well in teams and confidently share their ideas with each other. The oldest pupils show thoughtful insights through their lessons and the enquiry approach to learning is giving pupils the confidence to ask 'big questions'.

The impact of collective worship on the school community is outstanding

Collective worship takes place every day and is an integral part of school life. Through worship the value for the half term is introduced and pupils learn about its biblical roots as well as its application today. Worship is distinctively Christian and fully inclusive creating an overwhelming sense of the school as part of the family of God. Pupils talk about how the acts of worship stay with them through the day. A Year 6 boy reflected 'It's good to remember what happened in worship when sometimes you might want to do something that's not good'. Collective worship therefore transforms the way pupils' behave and has an impact on the way they treat each other. There is a two year cycle of themes for worship and these raise the aspiration of pupils and challenge them to think deeply about their conduct. Acts of worship are planned to reflect Anglican traditions and significant festivals are included. This gives pupils a good understanding of both Anglican practices and how festival and celebrations unite Christians from different backgrounds. A variety of people lead worship thus introducing the pupils to a rich experience of worship. The pupils often lead worship and each class prepares biblical stories linked with the various festivals, including harvest time. The vicar is training the pupils to use puppets to link bible stories to life today. Their recent debut appearance demonstrated the pupils' talent and expertise in using an unusual media to deliver the message of generosity of time. The whole school community listens attentively to the Christian teaching during worship and engages readily in prayer, singing and reflection. During worship there is evident enthusiasm and enjoyment and appropriate reverence. Pupils have a growing understanding of key Christian beliefs including that of the Trinity. One Year 2 pupil said; 'I know God the Father, Son and Holy Spirit is in my heart and that's what helps me to be good'. As well as introducing the school's core values worship includes Bible stories and thus pupils have a good knowledge of the life of Jesus and his teachings. Prayer is also central to school life. Pupils have an excellent understanding of the importance of prayer and how reflection helps them to be closer to God. Each classroom, the hall and staffroom have prayer jars and these are regularly used. The prayer wall provides a very powerful link between the school and the church. It enables both to write and share prayers. Each classroom has an area for reflection and the spirituality room is used regularly for quiet time with God. The pupils particularly value the space

in the headteacher's office. 'If I'm angry or frustrated I sit in Mr Turner's room and have time to think and pray. I hold the wooden cross and soon I'm ready to go back to class,' said one Year 6 pupil. The nurture cabin in the playground is another place the pupils value in giving them time and space for reflection. The school places great importance on developing a personal spirituality that provides pupils with the resilience to deal with challenging situations, pupils recognise this and respond very well.

The effectiveness of the religious education is good

The teaching of RE throughout the school is good with staff creating an atmosphere where pupils confidently express their ideas and ask thought provoking questions. Pupils' attainment is in line with English and mathematics. Pupils make rapid progress through the first class given their various starting points. Progress for the oldest pupils is again at an accelerated pace due to high quality teaching and an enthusiastic teacher who is now the subject leader. Year 6 pupils say their RE is exciting and challenging; 'you just never know what we're going to do; art, drama, making posters, talking and writing, it's really good.' Expectations are not as high in the middle years and therefore progress is not as strong. Pupils confidently talk about their lessons and are able to explain the key features of Christianity and some of the practices and beliefs of the other faiths studied. One pupil explained; 'most people think Christmas is the most important but it is Easter. If Jesus didn't come alive again we wouldn't have Christians'. Assessment procedures are in place. Evidence of assessed work helps to ensure continuity and progression. This is especially relevant as most pupils spend at least two and sometimes three years in each class. Teachers use RE lessons to link with the school's values which reinforces their significance on the everyday life of pupils. The current monitoring and evaluation system lacks the rigour to make an effective contribution to self-evaluation and development planning. The subject leader, who took over co-ordinating RE in September 2017, has identified this and a firm action plan is in place to address this. She is new to the school but has a wealth of experience leading RE and other subjects.

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

The Christian vision of the school is clearly identified in the mission statement, 'Through God's love we care, share and grow together' which can be articulated and is understood by all members of the school community. This ensures that the Christian ethos permeates every aspect of school life and informs the strategic direction of the school. The newly formed senior leadership team is united in its commitment to ensuring that the needs of every pupil are met in a caring and loving Christian environment. The foundation governors are proactive in supporting the school to develop the academic and personal skills of pupils. This supports them as valued members of the communities they are part of. During recent recruitment for a senior leader the governing body ensured that the successful candidate was committed to developing the Christian ethos of the school. There is a dedicated governor for spirituality who reports to each full governing body meeting. This contributes to effective self-evaluation of the school as a church school. The headteacher is a positive witness for Jesus in this school and despite challenging issues has remained steadfast and unswerving in his desire to be a servant of Christ in this place. There are good relationships between St Clement's church and the school. As well as sharing the same building they come together for some services during the year. This strengthens the church's view that the school is part of their mission field. The church congregation is very small but the Christian community of the school is wide and there are many other churches that support the school's work. The vicar is a regular visitor as well as serving on the governing body. He effectively supports the school's religious and spiritual life. The pupils speak highly of him and really enjoy him leading worship. Links with the Diocese are strong and well established. For example, the diocesan adviser has provided support and guidance which has led to improvements to the school's Christian distinctiveness and effectiveness. Links with parents are strong and the headteacher ensures that all pupils reach their full potential by addressing any barriers that parents may have. The school car is used to take pupils and their parents to appointments as well as providing transport to a variety of activities. Staff who are new to the school are well inducted into its Christian ethos. They recognise the positive impact of its highly welcoming Christian environment. A recently appointed staff member said, 'The Christian values are not just on the walls but lived and breathed by everyone. I just feel so accepted here.'

SIAMS report (October 2017) Green Haworth CE (VA) Primary School, Accrington, Lancashire, BB5 3SQ