

**Melling St. Wilfrid Church of England Voluntary Aided Primary School**

Lodge Lane

Melling

Carnforth

Lancashire

LA6 2RE

**Diocese of Blackburn**

Lancashire LEA

SIAS inspection: 8 December 2005

Previous S23 inspection: 23 September 2003

URN: 119536

Headteacher: Mrs. G.M. Andrews

SIAS Inspector NS 48: Mr. W.J. Holliday

**Context**

Melling St. Wilfrid Church of England School is a very small rural school of 44 pupils taught in two classes (One class including the Foundation stage and Key stage 1, the other class Key stage 2). The school serves a wide rural area. There are 2.6 full time equivalent teachers and two Teaching Assistants. There have been staff changes and a reorganisation of staff during the last year, including a new Headteacher taking up her post.

**Summary Judgement**

The school's distinctiveness and effectiveness as a Church of England School is satisfactory

**Established strengths**

- The commitment of the governors, headteacher and staff to developing the Christian ethos of the school.
- The developing links with local Churches
- The good relationships within school

**Focus for development**

- Establish an effective system for self-evaluation of the school as a church school which includes church school ethos, R.E. and collective worship.
- Establish a clear system for coordinating R.E. and collective worship throughout school which includes effective monitoring and evaluation.
- Build upon the recent initiative to involve children in the planning and delivery of some acts of collective worship and seek opportunities for their involvement in collective worship on other occasions.

### **How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The school overall makes good provision through its distinctive Christian character to meet the needs of all its learners.

The children feel happy and secure in school. They are valued as individuals and benefit from the warm family atmosphere, showing care and concern for one another. Those with special educational needs are well provided for. The Christian ethos makes good support for the moral and social development of pupils. The use of Circle time is greatly valued by pupils and this has a positive impact on relationships in school. The school has appropriately identified the need to develop further the support for spiritual and cultural development through providing increased opportunities for pupils to have time for reflection, and in encouraging pupils to take responsibility for preparing and delivering collective worship. Cultural development is being well developed through music and the school has recently established a school link to further enhance provision in this area. Relationships in the whole school community are good and adults make good role models for the pupils. Displays in classrooms and in the hall provide a good focus for the spiritual development of pupils.

### **What is the impact of Collective Worship on the school community?**

Daily collective worship has an important place in the life of the school. An appropriate range of provision for worship is made for different days throughout the week, in whole school or class groupings. Worship is consistently Christian, honouring the Anglican tradition and that of the local church, in the use of prayers and celebrations based on the church year. Good links are developing with the parish church and other churches in the benefice, and the vicar visits each week to lead collective worship. There is a good focus for worship in a display at the front of the hall. Pupils sing enthusiastically and are keen to take part. Sometimes in whole school collective worship the language used is too difficult for younger children, opportunities for children to take part are missed and the setting out of seating detracts from the atmosphere created. A good recent development involves pupils planning and delivering acts of collective worship. These occasions have been appreciated by both pupils and parents. There is not a consistent and effective system for planning, recording, monitoring, and evaluating collective worship throughout school.

### **How effective is the Religious Education in the school?**

Religious education is satisfactory.

Religious education is recognised by the governors and staff as being of particular importance in a Church school. Standards are at least satisfactory throughout school and are good at Key Stage 1. During the inspection good teaching was observed in the Foundation Stage and Key Stage 1 class and satisfactory teaching in Key Stage 2. In the Foundation stage and Key Stage 1 pupils are very positive about R.E., able to draw upon their knowledge of the Christian faith and use it well within the work being covered. In Key Stage 2 most pupils are enthusiastic about the subject and enjoy taking part and sharing their ideas. The Blackburn Diocesan scheme of work for R.E. is used appropriately, ensuring a balance between Christianity and other World Faiths. At Key Stage 2 assessment is not fully developed to ensure pupils work is linked to the appropriate national standards. The coordination of R.E. is currently shared between the two class teachers and there are inconsistencies in approach. There are currently no arrangements for formal monitoring of lessons or arrangements for scrutiny of work.

**How effective are the leadership and management of the school as a church school?**

Leadership and management of the school as a church school is satisfactory. The Governors, Headteacher and staff have a strong commitment to developing the distinctiveness and effectiveness of the school as a church school. The governor recently appointed to be a link with the school on R.E. and collective worship has made a positive start in her role. Good links are being established with the local church and other churches in the benefice. The school is not secure in the process of self evaluation on school ethos, collective worship or R.E. The recently provided materials by the Diocesan Board of Education are to be used to begin this process. Monitoring of Collective worship and R.E. is not in place throughout the school. Parents value the ethos of the school and the positive impact it has on their children.

SIAS DECEMBER 2005 Melling St. Wilfrid CE VA Primary School, Lancashire, LA6 2RE