

National Society Statutory Inspection of Anglican Schools Report

Padiham Green Church of England Voluntary Controlled Primary School

St. Anne's St.

Padiham

Lancashire

BB12 7AX

Diocese: Blackburn

LA: Lancashire

Dates of inspection: March 2nd 2006

Date of last inspection: May 2000

School's Unique reference number: 119366

Headteacher: Mr. Mark Dixon

Inspector's name and number: Mr. Neville Norcross

School context

Padiham Green is a smaller than average church controlled primary school. It serves an area which has been identified as one of social disadvantage. Children entering the school at Reception class have levels of attainment which are generally below average. In the last two years the school has, unfortunately, suffered from an unusually high degree of staff absence and this has caused an unsettling time. The appointment of an associate headteacher and deputy headteacher in January has had a significant and positive impact upon all members of the school community. The closure of the local church just over two years ago was a considerable loss to the school community but this issue is now being tackled through some interesting initiatives.

Summary Judgement

Padiham Green is a primary school which, through its new leadership team, is beginning to develop its distinctiveness and effectiveness as a church school.

Established strengths

- The improved level of pupil and staff self esteem; brought about by the development of the school's Christian ethos
- The quality of relationships, based on Christian values, between all members of the school community
- The significant impact of the current leadership team.

Focus for development

- Introduce a system of evaluation of the school as a church school which involves all members of the school community
- Develop the current model of planning for school worship in order to create a broad and balanced programme of themes.
- Appoint a foundation governor to be the link governor for Worship and Religious Education.

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

The way in which the school, through its distinctive Christian character, meets the needs of all learner is satisfactory. The school now has in place, a positive system of behaviour management and a supportive Christian ethos which are having a very positive impact upon the pupils' self esteem. The children feel valued and special. The newly-introduced Friday Rewards Assembly has done much to celebrate children's achievements and renew the confidence of parents in the school. The pupils' moral and social development are good. They have a good sense of right and wrong and take an active part in a number of community events. Their spiritual development is satisfactory. The daily act of worship provides valuable opportunities for times of quiet reflection but there are some missed opportunities across the wider curriculum. In Religious Education there are very few examples of children being given challenging activities which will enable them to reflect on important issues. The children's knowledge of cultures beyond their own is unsatisfactory although there are ambitious and creative plans to address this issue in the near future. Relationships between all members of the school community are very good and are characterised by Christian care and mutual respect. The hatch leading into the school kitchen from the main corridor is always left up in order that the cook can communicate freely with pupils, staff and parents throughout the day. This is typical of the open and friendly relationships which now exist within the school. The school

provides a very attractive working environment for the pupils but the cross on the roof and the one in the entrance hall are the only visual evidence of this as a church school.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is satisfactory. The daily act of worship is of growing importance to the school community. A system of planning has been put in place by the new leadership team and this is beginning to have a significant impact on the pupils' perceptions of worship. Most of the themes are Biblically based and then related to the everyday life of the school. This, together with the many opportunities to participate enables the pupils to see worship as enjoyable and relevant to their lives. The children enter the hall to music which is selected by one of the pupils but there is no worship table on which they can focus their attention. Times of quiet reflection are included within each act of worship and these make an important contribution to the pupils' spiritual development. Worship is led by the vicar at fortnightly intervals and 3 services are held in the school hall each year. There is a genuine desire for the school and church to work together in order to overcome the challenges which arose when the local church was sold. This enables pupils and parents to have a positive image of the church. The children know some traditional prayers and responses. Year 6 pupils take part in a communion service at St. Leonard's Church. This follows a lesson on The Passover from the vicar. In this way, the pupils are beginning to have an understanding of Anglican faith and practice. Members of staff attend most of the daily acts of worship.

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

The effectiveness of the leadership and management of the school as a church school are satisfactory. The school leadership has undergone an unsettled period in the past 2 years. The current leaders, however, have made a significant impact on the school in a very short period of time. They have addressed key issues, drawn upon the underlying strengths of the school and given the whole community a renewed vision and sense of purpose. This has had a major impact upon the standards of pupils' behaviour and on the Christian ethos of the school. Much has been done to raise the self-esteem of both pupils and staff and to restore the confidence of parents and governors. The foundation governors are committed to developing the school's distinctiveness as a church school although currently there are no formal procedures for evaluating the school's effectiveness in this respect. The subject leaders for worship and religious education have not taken sufficient responsibility for these areas and standards have been low. However, these two areas are now being addressed rigorously and the children's experience of worship is much improved. The foundation governors have introduced a number of successful initiatives to develop links between the church and the school. The Monday Kings Club and the services held in the school hall are two examples of initiatives which send important messages to the children and to the wider community.

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