

## National Society Statutory Inspection of Anglican Schools Report

### Seaton Church of England Voluntary Controlled Junior School

Seaton Park  
Seaton  
Workington  
Cumbria  
CA 14 1HA

#### Diocese of Carlisle

Local Authority: Cumbria  
Headteacher: Mrs. Rachel Ingrams  
Inspection date: 1<sup>st</sup> February 2006  
Date of previous inspection: November 1999  
Inspector: Mrs. C M Bartlett

#### School context

The school is situated in the centre of the large village of Seaton, on the West Coast of Cumbria. It serves the whole village, which is a mixed community in socio-economic terms, including private housing estates and local authority housing. The pupils are predominantly white British with above national average children on statements of special educational needs.

#### Summary Judgement

An outstanding Church School which is a very happy caring school, committed to 'Moving Forward Together' to develop the whole child in a positive Christian environment

#### Established strengths

- The vision and commitment of the headteacher, with the enthusiastic support of the governors and staff, to promote the distinctive Christian ethos of the school.
- The positive links with the church
- The attitude and behaviour of the children which enhance the learning environment
- The inclusion of all stakeholders in the development of the school

#### Focus for development

- The continued development of class worship through consistent monitoring and evaluation

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

The school is outstanding in promoting the strong Christian values which are reflected in the everyday life of the school.

The confidence and enthusiasm with which the children talk about themselves and their school gives an indication of the way they feel valued and special. Their behaviour, which reflects consideration for other people and respect for the school environment, enhances their learning. In their terms they '*look out for one another*' and '*there's always someone there for you, you are never alone*'. They speak highly of the support given by staff always feeling able to ask for help. This and the calm but purposeful atmosphere, encourages focused and effective learning. Relationships, based on mutual respect and a shared commitment to the wellbeing of the school family, exemplify the Christian values promoted in the school. The recognition of the involvement and contribution of all staff, teaching and non-teaching, and the success and achievement of the learners indicates how individuals are valued. Christian values are also highlighted in the exploration of 'ethos' words, such as 'faith', 'commitment' and 'forgiveness', in Collective Worship and in the enhanced curriculum. Spiritual, moral, social and cultural development is well supported by the programme of extra curricular activities, residential experiences, visits and visitors. The children develop good leadership skills, particularly through participation in the school council. The regular involvement of all the stakeholders in the development of the school leads to the whole school family sharing an active commitment to the school vision.

WE'LL ALWAYS STAND BY EACH OTHER BECAUSE OF OUR MISSION 'MOVING FORWARD TOGETHER' Council Member

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

Collective Worship is outstanding and makes a significant contribution to the spiritual development of the pupils.

The recent change from the practice of daily Whole School Worship to more frequent Class Worship was carefully considered and prepared and has had a very good impact on the worshipping life of the school. Children's comments and records of worship, illustrate how the

emphasis given to spiritual development since the previous denominational inspection has enhanced Collective Worship. The greater involvement of teaching staff in Collective Worship is of value in their professional development and is having an impact on the delivery of RE and the enhanced curriculum. As they regularly evaluate individual acts of worship, and make fortnightly comments on the theme, the co-ordinator is given an effective overview of class worship throughout the school. This informs future planning.

Collective worship is predominantly Christian and the children enjoy the regular opportunities to worship in church, both as a whole school and on Sundays in smaller groups.

Visitors who are invited to share their experiences with the children, both in class and with the whole school, bring a wider dimension to worship themes such as 'faith'. *'It was really helpful meeting someone who tells us about why she goes to church'* said one School Council member and others agreed that it was good to hear about 'different' Christians. The variety of experiences offered under the new system gives the staff opportunities to make worship real and relevant to the different age groups. The children appreciate the opportunity to reflect on their day in the intimacy of the classroom and feel more able to make a personal contribution to worship *'talking about things that are special to us and finding out other people's interest'* *"I prefer Collective Worship in the classrooms at the end of the day bringing it to a conclusion"* Council Member

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

Leadership and management in the school is outstanding particularly owing to the inclusive style of the headteacher.

The vision and drive of the headteacher has a significant impact on the school as a Church school. She is well supported by the governors who are focused, supportive and proactive in running the three recently established committees. Their agenda is driven by the development plan, which in turn is clearly based on the school aims and effectively promotes the school as a church school.

The inclusive style of the headteacher has led to the close co-operation between governors and staff, which in turn has had a good effect on standards within school. The headteacher is systematically enabling the senior staff to develop their leadership skills with a progressive programme of training and delegation.

Together with the vicar, the headteacher has significantly enhanced the already good links with the church. Parents attribute the successful maintenance of the high level of care in the school and the outstanding personal development of the pupils to the effective leadership of the headteacher supported by the commitment of the staff.

*'The playleader scheme was suggested in the school council. We do it all ourselves, we sort out the games and see there is always something for everyone to do at playtimes and no one is left out if they don't want to be.'* School Council member

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