

National Society Statutory Inspection of Anglican Schools Report

Glazebury Church of England Voluntary Aided Primary School

Warrington Road
Glazebury
Warrington
WA3 5LZ

Diocese: Liverpool

Local authority: Warrington
Dates of inspection: 2nd May 2007
Date of last inspection: 29th & 30th June 2004
School's unique reference number: 111362
Headteacher: Elaine Morgan
Inspector's name and number: William Sloan 521

School context

Glazebury C E Primary School is a small village school with 97 pupils on role serving the village of Glazebury. Most pupils are of White British heritage. Those entitled to free school meals is below average. The number of pupils with learning needs and/or disabilities is average. The school has been awarded the Sports Active Mark, the Basic Skills Quality Mark and has obtained Training School status.

The distinctiveness and effectiveness of Glazebury C of E (Aided) Primary School as a Church of England school are good.

The school's strong commitment to its Christian ethos is made very clear under the effective leadership of the Headteacher. Relationships throughout the school are outstanding. Strong links with the parish church and the community provide good support for the school's religious foundation. Throughout the school children's behaviour is outstanding. This contributes to each child reaching his/her potential. Good teaching introduces all the children to a variety of religious concepts.

Established strengths

- The partnership and vision of the Headteacher, staff and Governors in promoting high achievement in a caring and challenging Christian environment.
- The close and mutually supportive relationships with the Church sustaining the children's understanding of the Christian faith.
- The inclusive ethos enables all children to have full access to the curriculum.

Focus for development

- To develop more opportunities for reflection in worship and to involve children in the evaluation of worship.
- To involve the whole school community in the process of monitoring and evaluating all aspects of the school's Christian distinctiveness.

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

Respect embodied in Christian love is the key value in the school. Pupils are taught to respect and care for each other and try to understand each other's point of view. They are given a real voice in the life of the school and this involves taking responsibility for their own learning, for their personal conduct and for the community in which they live. Behaviour is outstanding. Pupils develop the social and emotional skills to talk about the impact of their actions and to work out a way forward if problems arise. They say that the staff are patient in helping them to believe in themselves. There is an expectation that pupils will take on leadership roles in the school and there is an equal expectation that they will show

compassion and sensitivity. The staff are skilled in developing these qualities in the pupils. Good use is made of story as a powerful tool for exploring moral issues and making connections between the moral message in fiction and its implication for real life. During a Religious Education lesson in Year 5 pupils recognised the challenges of leadership that they would face in Year 6. They clearly identified the skills they would need to develop and where they might find both practical and spiritual support. The spiritual and moral development of pupils is a strength of the school and provision is always linked well to individual needs. 'A "quiet" statement about the school's foundation is very well made by its environment. Numerous excellent displays throughout the school show children's Religious Education work to effect. Each class has chosen an individual design for the cross in their own classroom. The school has developed strong links with a school in Gambia. This is a reflection of the care and support the children give to each other throughout the school. All the classes work well together to help support children at the Gambian school. In addition, the school supports a number of charities throughout the year. Children commented, "we like to help children in Gambia as they are not well off like us." The children organise events in school to raise money for their charities. They see this as a positive way of helping others.

The impact of collective worship on the school community is good.

Pupils' positive attitudes to collective worship are demonstrated by the way in which they enter respectfully and participate with enthusiasm. Careful planning ensures that pupils are introduced to a wide range of Christian themes. They encounter the Anglican tradition through forms of worship led by the Curate-in-charge each week as well as through the choice of prayers and the way in which collective worship follows the pattern of the Church's year. The pupils have good experiences of services at the church, and also at the Eucharist held in school. They spoke enthusiastically about the school Eucharist and are developing a good understanding of the symbols used. Before moving on to High School they are given the opportunity to be Confirmed. There are close links with the local church, including the school's contribution to parish worship at Harvest, Christmas and other special times in the Church year. This close relationship enriches the pupils' experience of worship and their understanding of the life of the Church. In joining with the 'New Church' for acts of worship the school is able to share in the life of the wide Christian communities in the village. The worship life of the school makes a significant contribution to RE by developing pupils' understanding of Christianity. The occasional opportunities provided for pupils to lead worship have been greatly enjoyed. They are able to remember clearly the Christian teaching they had prepared. A clear process for monitoring and evaluating worship is still to be developed and listening to pupils' views about what they find helpful and effective is important.

The effectiveness of the religious education is good.

Religious Education is an essential component of the whole school curriculum. This is actively and positively supported by governors, staff and parents. Teaching and learning is good. Lessons are well planned and are supported by a comprehensive assessment process. Imaginative teaching, based on the Liverpool Diocese Syllabus, means that pupils enjoy Religious Education. They work well together and have developed excellent group skills. The small Foundation Stage class allows for contributions from all children to be considered and valued when they share their thoughts and feelings about topics being discussed. Because pupils know there is always time for their voice to be heard they are confident and enthusiastic about sharing ideas. Innovative Religious Education allows pupils to focus in depth on key themes. Religious Education lessons in both key stages make valuable links to other curricular areas with the result that skills gained in other subjects are reinforced. Pupils value the worry boxes and the reflective journals used: one child commented, 'we are allowed to talk about our worries.' Appropriate consideration is given to the learning of different faiths. The Headteacher commented on the importance of the children learning about other faiths and cultures to prepare them for living and working in a multi-cultural society. Pupils work willingly and respond readily with enthusiasm and enjoyment to the tasks presented. Relationships in all the classrooms are very good. Pupils' attitudes are very positive and enthusiastic teaching stimulates their interest.

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

The Headteacher ably supported by the staff and Governors share and promote a Christian vision for the school. They strongly support the school's church foundation and value the Christian ethos as an important aspect in promoting the school within the community. The Foundation Governors role in monitoring and evaluating the worship life of the school, however, is yet to be fully developed. The 'critical friend' aspect of governance ought to be strengthened with the training of the new foundation governors on the distinctive nature of a Church Aided school. There are good links with the local church. The pupils are eager to share their views with others and readily talk about the School's Council. The pupils believe the Council is playing a positive part in the daily life of the school having contributed to various events. For example they worked hard to raise money for the school in Gambia and other charities. On one occasion they raised money to replace presents stolen from the local Church. The School's Council stated that their views on improving the school break time facilities are listened to by the Headteacher. Also the School Council was involved in selecting books for the library. Before each School Council meeting the class representatives ask their class for items to take to the meeting. Parents consulted during the inspection were highly supportive of the school. They were pleased with the progress made by their children not only academically but also with the level of care they receive, the school's community involvement and the happiness and readiness of the children to attend school. Parental views are sought by the school through its 3-2-1 letters. These are acted on by the Headteacher, staff and Governors. The school has requested parents' views on issues including health, the school uniform and times for the school day. Parents support the school through attendance at the special services in Church and in school. Parents spoke about the school being a Church school and said they valued the Church school distinction.

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