

## National Society Statutory Inspection of Anglican Schools Report

### **Newburgh Church of England Voluntary Aided Primary School**

Back Lane  
Newburgh  
Wigan  
WN8 7XB

<b>Diocese:</b>	<b>Liverpool</b>
Local authority:	Lancashire
Dates of inspection:	1 <sup>st</sup> February 2008
Date of last inspection:	11 <sup>th</sup> -15 <sup>th</sup> February 2004
School's unique reference number:	119482
Headteacher:	Mrs J A Reynolds
Inspector's name and number:	Mrs B Horsfall 434

#### **School context**

Newburgh Church of England School is a smaller than average primary school serving the village of Newburgh and the surrounding area. Most pupils come from socially advantaged backgrounds. The majority are of white British heritage. The number of children with learning difficulties and/or disabilities is below average. A new headteacher was appointed in 2006 and subsequently a new management team formed. There has been recent extensive refurbishment to the entrance and classroom areas.

#### **The distinctiveness and effectiveness of Newburgh Primary School as a Church of England school are good**

The school's mission statement rooted in Christian values of care and respect impacts favourably on school life. Pupils are confident and happy. They are well supported in their personal development making significant progress in their spiritual and moral understanding. Excellent partnerships exist between school, church and community that are mutually beneficial. The environment is used well to promote the school's Christian character.

#### **Established strengths**

- The headteacher communicates the school's Christian mission and values excellently, engendering the whole community as part of the 'living faith'
- Pupils enjoy a rich variety of experiences in Religious Education that incorporate seamlessly other areas of the curriculum
- Excellent links exist with the local church, clergy and community

#### **Focus for development**

- Devise strategies to involve all governors more closely in self evaluation processes which relate to the school's distinctive Christian character
- Ensure pupils have opportunity to plan and lead worship in classroom, whole school and church settings
- Develop opportunities for pupils to have quiet space for spiritual reflection and prayer in collective worship and classrooms

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

Pupils feel valued, happy and supported in their personal development. This helps them to be responsible, respectful and compassionate in relationships with others. It is expressed well by the great concern pupils and staff show for the wider community through fundraising for charities such as Operation Christmas child. Parents comment on the positive effect that school life has on pupils; the 'very tangible family centred ethos and living faith'. Innovative creative afternoons' enable children to learn the skills of working together collaboratively and

co-operatively in community living. This has positive impact on their development of good social and moral skills; enabling them to understand the feelings and sensibilities of others. The substantially improved accommodation and resources are used successfully to proclaim the school's Christian status through good displays and prominently sited symbols. Children explain their meaning thoughtfully, relating them to religious education learning and their work in other school subjects.

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

Worship has a place of central importance in the life of the school. Acts of worship are well planned and regularly evaluated. Pupils experience a variety of settings giving them good opportunity to see that worship is not limited to a particular time or place. There are plans for this to develop further and to encourage children to plan and lead services in classes, church and whole school settings. All worship takes place in an atmosphere of calm and respect, where the presence of God is acknowledged. Key Christian teaching is given in provocative and fun ways. During the inspection one act of worship helped pupils to understand how everyone is important to God through the use of a quiz. Its concluding message being 'we are all important, not just the Beckhams of this world, we all matter to God!'. Pupils' respond enthusiastically. They answer questions in a thoughtful manner and understand the value of prayer in their own and the lives of other people. Wider opportunities for pupils' reflection and prayer, however, should be encouraged in services to give participants time to consider issues independently. Worship informs and excellently supports the school's understanding of its Christian heritage. Observation of clergy stoles led to a discussion about change and the reasons for liturgical colours so predicting the colour for Lent in the following week. Pupils see other Anglican practices in action through taking part in festivals celebrated in the local church as well as making regular use of liturgical greetings. This combined with meeting the clergy in collective worship helps them gain insight into what it is to belong to the Anglican tradition in Christianity.

**The effectiveness of the religious education is good**

Standards of attainment in RE are comparable to those in other core subjects and progress is good. Pupils enjoy RE and some older children understand the relevance of topics studied to their own lives. Teachers use the Diocesan syllabus well to plan lessons that inspire and provoke careful thought. This helps pupils to achieve good spiritual, moral and social development. Children in Year 3 and 4 discussed stories in the gospels considering different accounts of the same story and subsequently making mature deductions about how stories change through varying recounts over time. They were very perceptive in their conclusions as they examined different interpretations. Attitudes to learning are very good. Children are challenged well and learning is extended with seamless use of good literacy and drama skills. Opportunities for prayerful reflective moments are used well in lessons and children are able to consider issues carefully from their work.

Assessment informs teachers' planning successfully. Pupils are involved in this so they see clearly what is needed for the next steps in their learning. RE is well led and effectively monitored. Regular training for staff in the subject addresses plans that are in place to develop teachers' and learners' knowledge.

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

The headteacher articulates a clear Christian vision for the school and works with all staff to weave strategic developments into the school improvement plan. Governors encourage and contribute significantly to the success of the school in general, through close partnership. Their involvement in being 'critical friends' when examining the school's distinctive character has not yet been tackled in a systematic way.

Effective, inclusive recruitment and induction procedures, which explore the school's Christian character well, allow staff to understand and contribute to this ethos.

The headteacher, as leader, has generated significant improvement in the quality of provision of collective worship and RE. Staff receive excellent support and are challenged to maintain this momentum.

Relationships between all members of the school community are very good. Effective

pastoral and spiritual links between school and parish have significant impact on school life as they 'seek God's direction in the work of the school'.

SIAS report February 2008 Newburgh Church of England Primary School, Lancs. WN8 7XB