

## National Society Statutory Inspection of Anglican Schools Report

### Samlesbury Church of England Voluntary Aided Primary School

Potter Lane,  
Samlesbury,  
Preston,  
Lancashire  
PR5 0UE.

#### Diocese: Blackburn

Local authority: Lancashire

Date of inspection: Tuesday 15<sup>th</sup> January 2008

Date of last inspection: February 2005

School's unique reference number: 119572

Headteacher: Mr. N. Cornall

Inspector's name and number: Mrs. A. B. Woodcock 445

#### School context

Samlesbury Church of England Primary School is a very small school of 54 pupils, all White British, taught mainly in two classes. It serves a wide rural area on the outskirts of Preston.

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

The school is well managed and led by a Headteacher who knows and understands the needs of all the pupils. The school reflects its Christian foundation and values through the very caring and supportive ethos it provides for pupils and their families. The guidance and support provided by all the staff enables all learners to develop in the Christian values of love, trust and mutual respect.

#### Established strengths

- The caring and supportive family atmosphere in which all pupils are nurtured and valued highly.
- The excellent links with the local church and community.
- The excellent behaviour and attitudes displayed by all pupils.

#### Focus for development

- Ensure that the Diocesan syllabus is implemented consistently in both key stages
- Establish strategies for assessing pupils' work in RE
- Provide training and development opportunities, with the support of the Diocese, for those involved with the delivery of RE.

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

Christian values are evident in the caring relationships between pupils and staff. The pupils feel safe and valued. They are willing to take risks knowing that their ideas will be respected and their efforts recognised. All pupils show care and consideration for each other. This is demonstrated by the way in which they work and play together, supporting younger or less able pupils within their group. Playtimes and lunchtimes are well-ordered. Provision for play includes outdoor equipment and activities for all ages. All pupils behave very well. Conflicts are rare, but pupils recognise that they are dealt with fairly, in a spirit of Christian forgiveness and reconciliation. A large majority of pupils benefit from the opportunities provided to develop musical and sporting talents. Displays around school show certificates and awards gained through additional study. These add to their sense of personal achievement and self-worth. Pupils talk of their enjoyment in taking responsibility for younger pupils. All pupils are very proud of their school. Parents are supportive and the vast majority speak highly of the

school's caring ethos. Children are happy and attendance is good. The school uses the outdoor environment to promote spiritual development and promote a healthy lifestyle. The school gained Healthy School status last year. The wildlife area and gardens, together with the neighbouring church yard and river, enable pupils to study God's beautiful world. They are able to discuss seasonal changes they have observed over time, not only in lessons, but while watching wildlife during lunchtimes. They are encouraged to take time out of their day to observe and reflect upon God's world. They can therefore talk about what they need to do to help to protect and care for the world.

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

Collective worship has an important place in the daily life of the school. Music is a key feature of the worship. Pupils sing well. They have a wide repertoire of traditional and modern hymns and songs which they enjoy singing. Pupils accompany the singing on a range of string and wind instruments. There is a focus area with a cross, candles and flowers, but the candles are not always used. Time for prayer is given during each act of worship and at other times during the school day. The children know The Lord's Prayer and a number of graces. They make up their own prayers for use in special services. Behaviour is very good, with entrances and exits being orderly and calm. Most pupils gain spiritually and morally from their worship experiences. Themes for worship are well-planned being linked to the Church calendar and to study areas within RE. All staff lead worship at some point during the week and one act of worship is taken by the minister each week. Parents attend and participate in monthly worship during which the children celebrate their achievements. Most learners can talk about the key Christian values and the importance of worship and prayer. They are able to link topical issues being discussed with key values such as respect for and tolerance of others. A significant number of pupils go forward for confirmation. Pupils attend services in church arranged by the Headteacher and the minister at Christmas, Easter and Harvest. Children and their families attend church regularly, taking an active part in the life of the church community.

**The effectiveness of the religious education is satisfactory.**

Religious Education is not a key focus on the School Improvement Plan. Although adequately resourced it does not have a designated budget. The school provides 5% of the curriculum time for RE. The Diocesan syllabus is used and the work is planned in mixed age units. There is an appropriate balance between the teaching of Christianity and non-Christian faiths. Displays in one teaching area reflect work undertaken on Hanukkah. The pupils were able to talk about how the menorah is used by Jewish people. Their recall of factual information and interest in how the festival was celebrated was good. All pupils talked at length and with knowledge about the Nativity story and all were able to relate events in Jesus' life celebrated at the main Christian festivals. They showed some knowledge of the Bible and recounted some of the stories worked on in the past. Learners do not find RE lessons as enjoyable as other lessons, stating that they were repetitive rather than fun. Work in their books supports this. They enjoy RE when they have the opportunity to use a range of skills such as when they produced a visual presentation on the computer to illustrate the Nativity story. They are very receptive and can make the connections between the study of RE and its relevance to their own lives. Teachers have good subject knowledge but assessment in RE is not fully in place. Pupil achievement in RE is satisfactory.

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

The Christian vision is clearly expressed in the School Brochure, vision statement and other related policies. The Headteacher and Governors promote the quality and core status of the Christian vision effectively. The Headteacher has a clear vision for the school. Staff, parents and pupils are aware of this vision and all work together to achieve improvements in standards. There are very effective pastoral and spiritual links between the school and the church which result in a high level of family and pupil involvement. Parents speak highly of the standard of care and support pupils receive. They praise the level of staff commitment and the fact that their children are happy and secure. The quality of care, guidance and support provided by the staff enables pupils to develop their academic, personal, social, emotional and spiritual skills within a safe and secure environment. The foundation governors

are supporting the Headteacher and staff in self-evaluation processes but these are not yet fully in place. They have brought about changes in organisation to enable standards to be raised. They are working together to further extend the school, providing additional teaching areas and other facilities. The size of the staff and budget inhibits some aspects of self-evaluation and professional development. Teachers are responsible for a number of curricular areas. They agree priorities and work collaboratively to achieve these. All staff are confident that their role is valued. The RE co-ordinator has identified the need for additional resources to deliver the revised Diocesan syllabus. The school has a central place in the life of the community. The building is used for church events such as the Sunday School and Mothers Union meetings. The family atmosphere is very evident in the displays and in the level of support provided for school events and occasions. Staff and pupils know that they belong to a Christian organisation. They demonstrate this daily in the way in which they support and care for each other.

SIAS report January 2008 Samlesbury Church of England Primary School, Samlesbury, Potter lane, Preston PR5 0UE.