

## National Society Statutory Inspection of Anglican Schools Report

### Silverdale Church of England Voluntary Aided Primary School

Emsgate Lane,  
Silverdale,  
Carnforth,  
Lancs.  
LA5 0RF

**Diocese: Blackburn**

Local authority: Lancashire

Dates of inspection: 22<sup>nd</sup> November 2006

Date of last inspection: 8<sup>th</sup> May 2002

School's unique reference number: 119541

Headteacher: Mr. K. Mingay

Inspector's name and number: Mrs. E.M. Smith 405

#### School context

Silverdale St John's is a small rural primary school set in an area of outstanding natural beauty in the North West of Lancashire. The school was founded in 1896. The original grounds and buildings have been extended and altered to meet changing demands. However the accommodation is rather cramped with every available space being utilised. Most of the pupils come from the village and surrounding countryside. A high proportion of the parents are in professional occupations with a very small number of pupils taking free meals.

#### **The distinctiveness and effectiveness of Silverdale as a Church of England school are good**

This is a good Church of England Primary school. A strong sense of community and mutual respect creates an environment in which pupils are able to mature academically and spiritually. The distinctive Christian ethos underpins the day to day life of the school.

#### Established strengths

- The head teacher, governors and staff share a commitment to attaining high academic standards within an environment which is based upon Christian values
- There is a strong and productive relationship with the incumbent and the Parish community of St. John's.
- The children's attitude to school is very positive.

#### Focus for development

- Introduce a system of assessment which will allow the school to monitor and evaluate the standards which are being achieved in religious education.
- Introduce long term planning, monitoring and evaluation for collective worship.
- Foundation governors should further develop their involvement in the monitoring and evaluation of those aspects of school which relate to its distinctiveness as a church school.

#### **The way in which the school, through its distinctive Christian character, meets the needs of all learners is good.**

The strong sense of community enables all children to mature both academically and spiritually in a safe learning environment. A culture of commendation and praise positively reinforces good pupil behaviour. Parents and pupils spoke with pride of the school links with the Parish Church and the wider village community. They appreciate and are proud of its Anglican foundation. Pupils demonstrate high self esteem and recognise that decisions made and actions taken are based upon Christian values. Members of the school council were confident in discussing issues of pupil behaviour including bullying and attitudes towards

pupils with learning difficulties and disabilities. This is shown in the close working relationship with a local residential special school and the well-established charitable giving programme for aid to Africa. The staff lead by example and feel that they are respected and that their views are taken seriously. The school's Christian character is used to nourish, encourage and challenge the social, moral, cultural and spiritual development of the majority of its learners. This is shown in the work done on Global Citizenship which brings first hand knowledge of life in other cultures. Displays celebrating work done in religious education and the links with schools worldwide are evidence of the school's Christian character. These are found in most areas of the school. The staff show a sense of comradeship and care for each other as well as the pupils. This contributes strongly to the warm and friendly but purposeful atmosphere that permeates the building. Parents and pupils expressed respect and admiration for the staff of the school.

### **Collective worship makes a satisfactory impact on the school community.**

The school's worship demonstrates a clear Christian focus. All the major Christian festivals are celebrated both in school and in St. John's church that is situated over the road. This includes a weekly Lenten service in preparation for Easter. The pupils spoke about their ownership of the worship through their participation but expressed a desire to be involved more often. Candles and a range of artefacts are used as a focal point during worship. Worship takes place in an atmosphere of calm and respect. The pupils sing with enthusiasm and are familiar with a range of Christian hymns and songs. Time for reflection and personal prayer are an integral and important aspect of worship. The pupils valued this time and spoke of how they looked forward to worship. The incumbent leads worship weekly as do the head teacher and other staff members. An assembly which celebrates the children's achievements takes place weekly. Parents are welcome to attend. Visitors and invited guests are regularly involved in leading worship. There was no evidence seen of the use of prayer outside worship times. There are no long-term plans in place for worship. Monitoring and evaluation of the impact of worship is in a very early stage.

### **The effectiveness of religious education is good.**

Progression is planned through the whole school with teaching staff having a range of suitable resources available for use. Where possible RE is effectively integrated into cross-curricular planning. The RE co-ordinator showed extensive knowledge and enthusiasm for the subject. Promoting understanding of the Christian faith is especially effective. The children encounter elements of other faiths through the programme of Global Citizenship. The pupils showed respect and understanding for the culture and faith practices in Africa and Pakistan. This is greatly enhanced by the school's extensive and well-established worldwide connections. The pupils in Years five and six showed a high level of confidence and knowledge when discussing spiritual matters. This was shown by a mature response when concepts of heaven and God's given world were discussed. The standard of work achieved by pupils is good. Work is sensitively marked and appropriately differentiated to meet a wide range of abilities. The children in the older classes are familiar with using ICT to enhance and support work in religious education. In the KS1 classes of the school RE is enhanced through planned role-play situations such as when they are learning about Baptism or Sukkoth. The school does not have a whole school approach to tracking pupil achievement and assessment in religious education.

### **The leadership and management of the school as a church school are good.**

The good quality leadership and Christian vision of the head teacher is supported by the work of a dedicated governing body. The incumbent provides a strong and fruitful link with the local church community. The school's Christian purpose is clearly expressed in its Mission Statement, prospectus and written policies. The appointed foundation governors are working on the second year of a three-year improvement plan to develop church school distinctiveness. This has been guided by the findings in the Diocesan self-evaluation process. This is part of the strong sense of a shared vision for the future of the school and its learners. The commitment of the staff to all individuals and each other contributes to the school's ethos

and adds to the Christian dimension of the school's life. Parents are clearly satisfied that the school provides a safe, caring environment where pupils achieve to the best of their ability.

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