




CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>St George's Church of England Primary and Nursery School</p> <p>School Street Barrow-in-Furness Cumbria LA14 2JN</p>		 <p>Diocese of Carlisle Growing Disciples</p>
<p>Previous SIAMS grade:</p>	<p>Outstanding</p>	
<p>Current inspection grade:</p>	<p>Outstanding</p>	
<p>Diocese:</p>	<p>Carlisle</p>	
<p>Local authority:</p>	<p>Cumbria</p>	
<p>Date of inspection:</p>	<p>13 November 2015</p>	
<p>Date of last inspection:</p>	<p>20 May 2011</p>	
<p>School's unique reference number:</p>	<p>112289</p>	
<p>Headteacher:</p>	<p>Elaine Kent</p>	
<p>Inspector's name and number:</p>	<p>Penny Hollander 526</p>	
<p>School context</p>		
<p>The school is a voluntary controlled Church of England school of 218 pupils. It is situated in a significantly deprived area of Barrow-in Furness, with over 50% of families living below the poverty line. The number of pupils eligible for free school meals is well above the national average and 74% qualifying for pupil premium. 27% of pupils have special educational needs or disabilities and seven pupils have statements. There is high pupil mobility. Almost all pupils are of white British ethnicity.</p>		
<p>The distinctiveness and effectiveness of St George's Church of England Primary School as a Church of England school are outstanding</p>		
<ul style="list-style-type: none"> • The inspirational and collaborative nature of leadership and management in the school which ensures that every part of the school community is involved in decision-making and feels valued. • Children have an excellent understanding of the school's distinctive Christian values which make an impact on their relationships with other people. As a result they are caring individuals who are always prepared to respond to the needs of others. • There is a strong partnership with the church and local community which results in a mutual dependency and shared understanding of each other's place in the community. • Spirituality is highly developed as a result of the opportunities provided for reflection and prayer throughout the school day. 		
<p>Areas to improve</p>		
<p>Develop opportunities to share the school's excellent practice as a church school with a wider audience, including parents and other schools so that others may benefit and grow in understanding of the distinctive and effective practice of a church school.</p>		

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

Christian values permeate all aspects of school life. Excellent relationships between all members of the school community are rooted in the understanding that every child is special to God. Consequently, children grow into confident and increasingly independent learners who respect both themselves and others. They are acutely aware of the needs of others as well as themselves. They know that forgiveness is crucial. "We forgive one another when things go wrong and try to follow the example that Jesus gives us in the Lord's Prayer". One pupil describes school as 'a joyful place'. Parents fully appreciate the care and support given to each child and readily attribute this to the school's Christian character. Pupils respond extremely well to the high expectations of them personally and academically. Consequently their behaviour and attendance are excellent. Children make excellent progress in their learning, given the very low starting points of many. Spirituality is exceptionally well developed throughout school life. The Prayer Room is well-used by children and adults for quiet reflection and prayer through the day. Displays of children's artwork show their understanding of Bible teaching. Religious Education (RE) contributes very effectively to the Christian character of the school. It has a particularly good impact on children's understanding of diverse Christian traditions through visits to different churches and visitors to school. Children have an increasing understanding of Christianity as a global faith as well as a respect for and knowledge of other religions. They express an eagerness and curiosity to discover more about beliefs that are different from their own. Their understanding of different cultures is effectively enhanced through such activities as the Mukutano Junction Project. The school now needs to share their excellent practice as a church school to a wider audience so that others may benefit from their experience.

The impact of collective worship on the school community is outstanding

Collective worship is central to school life and has a significant impact on pupils' understanding of Christian faith. All stakeholders are involved in planning and leading these occasions. Worship is inclusive and pupils say that they enjoy and learn a great deal from the wide range of leaders. They thoroughly enjoy all the opportunities they have for taking an active role, including spontaneous prayers, as well as planning and leading some worship in school and services held in church. Planning of themes always reflect Christian values and how to apply them in daily life. Pupils benefit from world-wide church materials which widens their perceptions of Christianity as a global faith. Through collective worship children show how they understand central Christian beliefs. This was impressively articulated in an act of worship where they explained Holy Communion as a regular act of remembrance by Christians for the sacrifice of Jesus on the Cross. Children are openly appreciative of the leadership of clergy and church members in collective worship. They say that this gives them a deeper knowledge and understanding of Biblical teaching. Consequently, they have a growing awareness of God as Creator, Saviour and Life-Giver. Children also talk enthusiastically about the after-school Messy Church run by the church which many of them attend. They say it is both fun and gives them more opportunities to pray and learn about God. Prayer and reflection make an excellent contribution to children's spiritual development during worship. One pupil said "It gives us time to just, think, pray and be quiet, to think about God in our lives". They recognise that this is intrinsic to the whole of school life. Regular monitoring and evaluation of collective worship by staff, governors and children ensure that future planning reflects any necessary changes for sustained improvement.

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

Christian values are fundamental to the school's vision and reflect the high aspirations the school has for every child. The headteacher is an inspirational leader who is determined to do

the best for every child within a Christian context. Governors and staff are fully committed to this vision and effectively promote this in the daily life of the school. A review of the school's Christian vision and values by all stakeholders since the last inspection means that everyone has a good understanding of the school as a church school. Self-evaluation is a regular, joint process and all leaders have a very clear insight about next steps for the school. This has a direct impact on the behaviour, attitudes and attainment of pupils. Governors support and challenge the headteacher very effectively. Their Engagement Subcommittee is a particularly effective vehicle for this. Training for governors and staff is an on-going process. There is excellent support for leaders of collective worship and RE in developing their roles in school. As a result there is continuous improvement. The RE leader has particularly benefitted from outside support in developing the RE curriculum which has had a positive impact on teaching and children's achievement in this subject. The effective partnership between school, church and community results in many joint events from which everybody benefits. Parents are strong advocates for the school. They speak very highly of all that it does for their children and appreciate that their views are sought in school decision making. They give very good support for school events, including church services. Children are justifiably proud of their school and eagerly fulfil the responsibilities they are given. Their daily actions show that Christian values of love, trust and forgiveness, are deeply embedded within school life.

SIAMS report November 2015 St George's Church of England Primary School, Barrow-in -Furness
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