



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Warton Archbishop Hutton's Church of England Voluntary Controlled Primary School

Back Lane,  
Carnforth,  
Lancashire.  
LA5 9QU

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: Blackburn**

Local authority: Lancashire

Date of inspection: 1 October 2015

Date of last inspection: 7 October 2010

School's unique reference number: 119404

Headteacher: Michelle Gaydon

Inspector's name and number: Anne B. Woodcock (445)

#### School context

The school serves a mixed socio-economic community around the village of Warton in north Lancashire. The vast majority of the 116 pupils are of White British heritage. A below average number of pupils attract the pupil premium grant. The school supports an average number of pupils with additional needs. It benefits from extensive outdoor learning areas. There have been significant staff and governor changes since the last inspection.

#### The distinctiveness and effectiveness of Warton Archbishop Hutton's Church of England Primary School as a Church of England school are good

- The headteacher's purposeful Christian example and leadership has inspired staff and governors and established a distinctly Christian school community.
- Pupils' behaviour and attitudes are very good and are clearly based on their understanding of Christian love, trust and respect.
- Strong, purposeful links with the church, other local faith groups and community effectively support pupils' spiritual and personal growth.

#### Areas to improve

- Ensure that the evaluation of collective worship includes pupils and is recorded in a way which leads to ongoing improvement.
- Use written evaluation and monitoring records to inform church school self-evaluation so that the process is more effective and insightful.

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

The school's unashamedly Christian character is immediately apparent to the visitor. All members of the school family support the mission 'to welcome everyone, whatever your background, so that you can achieve your God-given potential'. Relationships are nurturing and mutually supportive because they are clearly based on the Christian values of love, trust and respect. Pupils reflect these values in their positive attitudes and good behaviour. Children enjoy their learning experiences, saying that the school is a caring and welcoming place where no-one is left out. The vast majority of pupils make good progress from their starting points and standards of attainment continue to improve year on year. The focus on individual personal and academic achievement is strong. It is recognised by parents, one of whom explained, 'Teachers value everything a child brings, see their potential and develop the whole child.' Children are confident and articulate and their personal development is good. Special themed weeks and curricular experiences allow them to collaborate and express their ideas through art, music and drama. The extensive outdoor environment is well-used. Pupils have a good understanding of the natural world. They explore the local area reflecting on their experiences in art, poetry and prayer. As a result, pupils' spiritual, moral, social and cultural (SMSC) development is good. The excellent church and community links provide pupils with regular opportunities to serve others. For example, Year 5 children volunteer to serve lunch at the weekly 'breaking bread' church lunches. Pupils accept responsibilities and they are committed to helping others through raising funds for national and local charities. Religious education (RE) makes a significant contribution to the school's Christian character and to pupils' SMSC development. Pupils enjoy and are challenged by their work which they find fun and interesting. Most pupils have a growing awareness of diverse faiths and cultures. 'It is interesting to find out about what other people believe and how they celebrate,' explained a Year 6 pupil.

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

Collective worship is an important part of school life. Pupils enjoy and value worship as being 'a time when the school family gets together'. One Year 6 pupil explained, 'We get involved and contribute and that makes you think and remember.' Worship is well-planned. Themes based on Christian values, festivals and Bible teaching are delivered creatively. As a result, children have a good knowledge of the life and teaching of Jesus and they know how to try to use Christian values in their own lives. 'Jesus told us to love one another as I have loved you,' explained an older pupil, 'so we try to be kind and helpful to others.' Children have developing ideas about the nature of God as Father, Son and Holy Spirit. A Year 5 pupil explained, 'He created the universe. He is very important to Christians and to everybody, but some people don't think that they are important to God. I know they are.' Pupils' personal and spiritual growth is very well-supported by the church and local faith groups. The vicar and a member of the Methodist church lead worship regularly. Pupils find these worship times fun and memorable. Some older pupils attend a weekly Eucharist service in church. Special services are held in church at festival times. These are well-attended by parents who value the sharing of worship delivered by their children. Children know traditional prayers and graces and they are given time to reflect. Pupils use the classroom reflection and worship areas they help to create. Children write prayers which are displayed around the school, but they do not often use them during worship. Since the last inspection, occasions when children contribute to planning and delivering worship have been increased and they are now ready to take responsibility more independently. Collective worship content is recorded and monitored by staff and governors. The recent change in the timing of worship has resulted from such monitoring. However, at present pupils are not involved and the process does not sufficiently focus on impact to lead to ongoing improvement.

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

The headteacher's strong Christian example and leadership, ably supported by senior staff, has successfully steered the school through some difficult times. Pupil achievement, progress and well-being are influenced by explicitly expressed and shared Christian values. Although a significant number of governors are new to the role, they support and challenge the work of the school effectively. Through regular visits, observations and discussions with teachers and parents, they have a good knowledge of the school. They ensure that the needs of all pupils are met through effective use of additional funding and support. Issues from the previous inspection have been addressed but the full impact of changes has not yet been evaluated. Records of governor monitoring visits are now kept, but these have yet to be used to inform the church school self-evaluation process. Church school issues are included in school improvement planning. Staff development also includes a church school issue. The leadership of RE and collective worship is secure and well-supported. Visitors, parents and governors comment very positively about pupils' behaviour and attitudes, saying that they believe this to stem from the school's Christian character. Parents are highly supportive of the school. They value the opportunities to share in their children's work and worship, both in school and at church. Close links with the local and wider community provide pupils with frequent opportunities to develop their understanding of local and national issues. For example, the youngest children talk confidently about how the food they donate for harvest will support the homeless in Lancaster. Effective links with a school in Blackpool help children to understand that people live their lives in different ways. The established link with a school in Mombassa, topics and themed weeks support children's understanding of global issues. Increasing use is being made of diocesan support to benefit governance, leadership and the development of effective succession planning.

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