



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Christ Church Charnock Richard Church of England Primary School

Church Lane  
Charnock Richard  
Chorley  
Lancashire PR7 5NA

**Previous SIAMS grade:** Good

**Current inspection grade:** Outstanding

**Diocese:** Blackburn

Local authority: Lancashire

Dates of inspection: 12 November 2015

Date of last inspection: 9 September 2010

School's unique reference number: 119463

Headteacher: Helen Brooks

Inspector's name and number: Fiona Ashton – QA Assessor Neville Norcross NS 403

#### School context

The school is smaller than average and is situated in the rural village of Charnock Richard near Chorley. Almost all pupils are of white British heritage. There have been significant changes to leadership since the last inspection including a new chair of governors and headteacher appointed in September 2014. Currently the substantive deputy headteacher is seconded to support another school and there is an internally appointed acting deputy headteacher. The proportion of pupils known to be eligible for free school meals and that of pupils with special educational needs and/or disabilities are well below average.

#### The distinctiveness and effectiveness of Christ Church as a Church of England school are outstanding

- The committed and visionary leadership of the headteacher which enables all members of the school community to contribute fully to the Christian character of the school.
- The school's approach to values which are understood as distinctly Christian and make a significant impact upon the daily life of the school.
- The skill and commitment of the leadership team and subject leaders in developing the distinctively Christian character of the school.

#### Areas to improve

- Provide wider opportunities to explore the diversity of the Christian faith and other faiths and cultures in order to broaden the children's understanding of diversity.
- Formalise the way in which all governors gather evidence about the school's effectiveness as a church school in order to build on its considerable strengths.

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

Staff and governors have recently reviewed and readopted the school's mission statement 'Living and growing within a Christian community'. It successfully underpins all aspects of the school. It is supported by carefully selected Christian values that are faithful to their theological meaning and known and understood by all members of the school community. The Christian character of the school makes a significant impact on the achievement of all children. Children are confident, they feel supported, loved and valued and as a consequence want to achieve their best. They are proud of their school. Achievement is consistently high across all core subjects and RE and well above national averages for all key indicators and groups. The school's Christian character makes an exceptional contribution to the social, spiritual and moral development of the children. Excellent relationships are a core strength of the school and are based upon both the mission statement and the carefully chosen Christian values. Governors, the headteacher and all other adults place importance upon the modelling of these values and this is recognised by the children as part of what binds the school community together. One child described the grapes on the values vine as representing the way in which 'the whole school clusters together like a family'. Care, trust, compassion and reconciliation are at the heart of the school. This is because children understand the example of Jesus and its relevance to their own behaviour. The children value being members of a Church school and recognise that as part of a Christian community they have a responsibility to the wider world. Religious education makes a significant contribution to the life of the school and extends well beyond formal RE lessons. The centrality of RE to the school is exemplified by the RE Enrichment Days that allow pupils to work in mixed age groups within their key stage. Children explore Christianity and other faiths through a key theme: for example, pupils explored Diwali, Hannukah and Advent through the theme of 'Light'. However, children's understanding of diversity within the Christian faith and across other faiths and cultures is under-developed.

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

Collective worship is central to the life of the school and all recognise worship as a time to come together and praise God. It is very well planned by the worship coordinator, in liaison with the headteacher and the incumbent. This allows the children to better understand the Christian values and the underpinning theological ideas as well as the structure of the liturgical year. The cohesion between the various daily acts of worship and the particular Christian value that is being considered is strong. The children are genuinely enthusiastic and joyful about the different worship opportunities that they have. They clearly identify with the different styles of those who lead worship and recognise key elements of Christian worship in the lighting of candles, listening to the Bible, reflecting and praying together. The reciting of the Grace helps the community towards an understanding of the doctrine of the Trinity as do varied prayer openings. Parents and governors praised the impact that worship makes upon the way that the children conduct themselves with kindness and compassion. One parent commented that 'the children are always saying prayers for other people'. The school provides children with a wide range of opportunities to develop their personal spirituality beyond the 'rich' collective worship. For example, the box of scripture quotes that pupils can select and reflect upon enhances their understanding of the relevance of the Bible. Interactive classroom prayer stations are treasured and well used both for class worship and for children to find a quiet space for personal reflection. The school's links with the church community are secure and the school regularly worships in the church particularly for key celebrations in the church year. Children enjoy going to church and parents spoke of the way in which they and the wider church community are encouraged and welcomed to worship alongside the school. Children's prayers and some of their learning about Christian values and topics in RE are frequently displayed in church - for example the Fish project. The pupil Ethos Group is proud of its emerging role in developing worship within the school. Children enjoy the responsibility of preparing acts of worship that reflect upon the previous half term's theme and the current Christian value, They enjoy writing prayers for worship and are keen to do so more often. The evaluation of worship, an area for

development following the previous church school inspection, now successfully provides all stakeholders with a 'voice' and informs future worship plans.

### **The effectiveness of the religious education is outstanding**

Religious education (RE) is exceptionally well led and managed by a talented and knowledgeable coordinator who has a clear vision for the subject in a church school. RE is prioritised by the governors and the headteacher as a core subject and as such is monitored and evaluated with the same rigour as other core subjects. Children's standards of achievement are excellent. The benchmarking that the RE coordinator undertakes within a local cluster of schools and against national standards to ensure that judgements are secure, is exacting. Her knowledge of standards within RE is accurate and she is keenly focused on ensuring a balance between the key assessment objectives. The participation of Higher Level Teaching Assistants in teaching RE is well planned and monitored and enriches the children's learning. When asked about their learning in RE, children's faces light up. They regard RE as fun and a time to learn new things. The Diocesan scheme of work 'Questful RE' is embedded and excellent use is made of the extension units to challenge the more able children. One child explained that in RE you are expected to 'think about things until your head hurts' and further reflected that this was 'good'. The success of the collaboration between the Worship and RE coordinators ensures that the Christian faith is at the centre of children's RE learning and other experiences. Children speak confidently about Jesus and the influence he has upon people's lives. They can recall Bible stories and accurately associate them with issues today. A year 5 child explained confidently how Psalm 23 had been translated so that year 2 children could understand how 'God looks after us and our world'. Children understand the significance of Christian festivals and speak confidently about the importance of Christmas and Easter. The very recent introduction of RE enrichment days is an excellent example of the creative manner in which teaching in religious education permeates the school's activities. It demonstrates the determination of the headteacher and subject coordinator for excellence in and through RE.

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

The school's distinctively Christian mission statement and core Christian values inform all aspects of leadership and management. Governors provide highly visible support for the school and are rightly proud of its achievements and those of the children. Together with the passionate and inspirational headteacher, they ensure that the school's Christian distinctiveness is explicit, widely understood and provides a firm foundation for the school. For example, governors prioritised Christian leadership when appointing the current headteacher. Over a period of time the governors, together with the headteacher, have taken decisions that secure the future leadership of church schools. Having secured outstanding leadership for the school both through external recruitment and supporting the development of existing staff, the governors are now well placed to formalise the way in which they gather evidence about the school and participate in its strategic planning. The headteacher has a clear vision for the school and has sensitively built upon its fine traditions. One parent commented that the headteacher has 'subtly brought something new to the school'. They value her approachability and visible presence in the school. The traditionally good links between the school and the local church are constantly evolving. The headteacher, RE co-ordinator and Worship co-ordinator collaborate successfully with the local incumbent who is a regular, welcome and supportive visitor to the school. Partnerships with members of the local community are encouraged and provide excellent support for the children in their learning. Parents have a high regard for the manner in which the school engages with them and the encouragement they are given to voice their opinions. Parents appreciate the level of feedback and information that they receive. The detailed monitoring and evaluation that the headteacher and senior leaders undertake ensures that the school is not complacent and enables it to plan for continued success. The arrangements for religious education and collective worship meet statutory requirements.

SIAMS report November 2015 Christ Church Charnock Richard Church of England Primary School,  
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