

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Treales Church of England Voluntary Aided Primary School

Church Road, Treales, Preston, Lancashire PR4 3SH	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Blackburn</b>
Previous SIAMS inspection grade	Satisfactory
Local authority	Lancashire
Date of inspection	12 October 2017
Date of last inspection	December 2014
Type of school and unique reference number	VA 119701
Headteacher	Jonathon Weeden
Inspector's name and number	Anne B. Woodcock 445

#### School context

Treales is a very small rural voluntary aided school. It serves the villages of Treales, Roseacre and Wharles near Kirkham in the Fylde. The vast majority of the 53 pupils are of White British heritage and they come from mixed socio-economic backgrounds. The proportion of pupils for whom the school receives additional funding for social disadvantage is lower than average. The school supports a lower than average proportion of pupils with additional educational and health needs. The headteacher has a 70% teaching commitment within the three mixed age classes.

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

- The headteacher's distinctive Christian vision has inspired committed staff and governors to re-invigorate the school's distinctive Christian character. This has impacted strongly on all aspects of school improvement.
- Pupils' very good behaviour and positive attitudes to life and learning are founded on their understanding and use of the school's established Christian values, which include trust, love and compassion.
- The school's highly inclusive Christian ethos nurtures and supports pupils and their families, ensuring that all can flourish and achieve.
- Purposeful links with the church contribute strongly to pupils' good spiritual development and to the Christian character of the school.

#### Areas to improve

- Engage parents in the church school self-evaluation process so that they fully understand, share and influence the school's core Christian values and distinctiveness.
- Extend the evaluation of collective worship so that pupils can provide more regular and immediate responses. This will lead to continuous improvement.
- Extend pupils' knowledge and understanding of diversity within faiths and cultures by providing first hand experiences through, for example, visits, visitors and links.

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

The school's well-established core Christian values are explicitly expressed and demonstrated by staff, pupils and governors. Visitors immediately sense the calm, welcoming atmosphere which embraces and supports all pupils. Pupils talk confidently about Christian friendship, trust and compassion, explaining that Jesus showed people how to treat others through parables like the Good Samaritan. 'We hope that God will guide and direct us to do the right thing,' explained a Year 6 pupil. Behaviour is very good because pupils strive to apply their understanding of core values. The school's motto 'loving and growing in the presence of God' is at its heart.

Pupils thoroughly enjoy all their learning experiences so attendance is high. 'Our lessons make us feel good inside, they give me confidence and belief in myself,' stated a Year 6 pupil. They trust and respect their teachers, striving to achieve the challenging targets set for them. The school's highly inclusive Christian ethos nurtures and supports all pupils. Those with additional needs are well-supported so all pupils flourish and achieve. This reflects the school's core belief and mission that 'every child and family is worthy of our efforts, love and support'. Parents are confident that their children thrive and grow personally within the school's family atmosphere. One parent stated, 'Fun-loving learning is personalised so our children are treated as individuals and develop self-confidence and respect.' Although attainment data is influenced by the very small cohorts, pupils make good progress overall. Standards of attainment are generally good, being in line with national expectations.

Provision for pupils' spiritual, moral, social and cultural (SMSC) development is well-promoted. Pupils are confident, reflective learners who are well-used to expressing their own ideas creatively through art, prose and prayer. They make effective use of classroom worship areas. Displays reflect the depth of their personal responses to learning experiences and topics. For example, a balloon display created by Key Stage 1 pupils resulted from one child explaining that God loves everyone and Jesus 'lifts you up'. Regular outdoor learning experiences support pupils' understanding of the natural world. Pupils' spiritual development is enhanced and supported by the very strong links with the local church. They consider local and wider world issues, such as democracy and injustice, prayerfully and with maturity.

Religious education (RE) makes a significant contribution to the school's Christian character and to pupils' spiritual development. Pupils' understanding of diversity and difference is developed through their work in RE.

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

Collective worship is a very much-valued and integral feature of the daily life of the school. Pupils' attitudes are very positive because they feel included and inspired. 'We worship God, know about Jesus and celebrate his death for our sins,' stated a Year 6 pupil. The inclusive nature of worship is clearly demonstrated by an upper Key Stage 2 pupil statement, 'Just because you don't believe in God doesn't mean you're not in his presence.'

Well-planned themes are firmly based on Bible teaching and Christian values. As a result, pupils have a thorough knowledge of the life and teaching of Jesus. They make effective links between parables and Christian values. One Year 6 pupil explained, 'We know how Jesus wants us to live, to show compassion and friendship, so we try to do it in our own lives.' Pupils understand God as a caring father and creator. They are aware of the Christian concept of the Trinity. A Year 5 pupil explained, 'God loves everyone, Jesus is God in human form and the Holy Spirit brings power to be better than you are.'

Prayer is central to the worship life of the school. In addition to formal prayers used at different times of the day, pupils know the Lord's Prayer and graces. The prayers they write and use, many of which are displayed and kept in books around the school, demonstrate a mature understanding of the purpose and nature of prayer. Indeed, parents say that their children write prayers at home when, for example, a pet has died or they are worried about something.

Pupils are aware of some traditional Anglican practices. The weekly worship led by the Lay Reader in church, based on the life and teaching of Jesus, is much enjoyed because pupils help to act out stories and read from the Bible. The church is used for special services at festival times and the school takes an active role in monthly 'Treales Praise' worship. Parents value the opportunity to share in these and other worship times and attendance is good. Pupils take responsibility for planning and leading some acts of worship. However, the school recognises that opportunities are not frequent at present.

Collective worship is monitored effectively by staff and governors. Detailed observations and discussions continue to lead to ongoing improvements. However, although pupils are involved at least annually, whilst their comments are noted and acted upon, they are not consulted regularly. As a result, opportunities to gain insight into the more immediate impact of worship themes and events are missed.

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

Pupils enjoy and value RE. Some Key Stage 2 pupils agreed that 'it makes you think about important questions'. One Year 6 pupil stated, 'RE is often about opinions. We respect what each person thinks and believes.' Lessons are well-planned, using a range of creative approaches which meet the needs of the different ages and abilities within mixed-age classes. Pupils develop skills such as investigation and analysis, share ideas and consider alternatives. The curriculum is well-balanced so that pupils learn about and from religion in a way which supports their personal and spiritual development well. RE has a high profile and provision meets all statutory requirements.

The quality of teaching and learning has improved significantly since the last denominational inspection. Effective, purposeful leadership, focused on raising standards, continues to have a very positive impact. Standards of attainment continue to rise. Pupils make good progress from their starting points and standards are in line with those achieved in other core subjects.

Pupils' knowledge and understanding of Christianity is good. They have a thorough knowledge of the life and teaching of Jesus and talk confidently about the way in which Christians around the world celebrate and worship God. Pupils study aspects of Judaism, Islam and Hinduism. However, their knowledge and understanding of the similarities and differences of these religions, and the way in which people of faith live their lives, is not well-developed. They have few opportunities to visit places of worship or meet people of other faiths. As a result, pupils' knowledge and understanding of diverse faiths and cultures is not secure.

The monitoring and evaluation of RE is robust. Detailed lesson observations and work scrutinies ensure that the quality of teaching and learning continues to improve. Marking is effective because it celebrates achievement and shows pupils how they can improve their work. The subject leader has sought advice regarding the further development of assessment procedures from the diocese and partner schools. These continue to be refined in the light of curriculum and other changes. However, the school is rightly confident that the systems currently in place ensure that future planning is informed and pupil progress is identified.

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

The headteacher's distinct Christian vision is shared, agreed and upheld by all members of the school community. Clearly defined Christian values which include compassion, forgiveness and perseverance pervade all that is planned and achieved by the school. They form the foundation of the strong, nurturing relationships which support the emotional well-being of staff and pupils. The full review of the school's mission, vision and values undertaken since the last denominational inspection engaged all members of the school and local community. It has been instrumental in re-invigorating the Christian character of the school and it has impacted strongly on all aspects of school improvement.

Governors have ensured that all issues from the last inspection have been addressed. The establishment of the RE, faith and community committee has significantly improved governor knowledge. It has ensured that church school issues are identified and feature prominently in whole school improvement planning. The church school self-evaluation process established through the review is effective. However, the school recognises that more regular parental engagement would enhance the process and lead to a deeper level of understanding about the school's Christian distinctiveness.

Governors have secured strong and effective leadership for RE and collective worship. Both areas are well-supported and resourced. Governors manage challenging human and financial resource issues with Christian compassion, whilst always recognising that meeting the needs of all pupils is paramount. They plan strategically, striving to ensure that provision supports pupils SMSC and academic development. For example, the school has recently joined the 'Big Classroom', an online resource through which pupils can 'meet' schools in contrasting areas.

Partnerships with the diocese and a cluster of neighbouring small church schools support curriculum development, teacher and governor training. The sharing of some resources and agency support mitigates budgetary concerns and ensures that pupil needs are met more effectively.

Pupils are confident that their opinions are valued and acted upon. They enjoy the activities they organise for local charities, such as Brian House, happy in the knowledge that they are making a difference to peoples' lives and showing Christian love to those less fortunate.

The school is very well placed to become an outstanding, highly effective church school.