



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Wargrave Church of England Voluntary Controlled Primary School

Bradleigh Road  
Newton-le-Willows  
Merseyside  
WA12 8QL

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: Liverpool**

Local authority: St Helens

Date of inspection: 10 June 2016

Date of last inspection: May 2011

School's unique reference number: 104787

Headteacher: Susan Wade

Inspector's name and number: Robert Haigh 660

#### School context

Wargrave is a larger than average-sized primary school, expanding to two forms of entry. Most pupils are of White British heritage. The proportion with special educational needs or disability is above the national average. The proportion eligible for the pupil premium is almost double the national average. The headteacher was absent during the inspection. The two assistant headteachers have been appointed as acting deputies. The local authority has provided support for the school during the long-term absence of the headteacher. The school holds the Inclusion Quality Mark and the Church and School Partnership Award 2.

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

- Dynamic Christian leadership ensures that the school's Christian ethos and family focus contribute strongly to children's spiritual development, welfare and achievement.
- Pastoral care reflects the Christian values of compassion, friendship, respect and forgiveness. As a result, children's behaviour, relationships and attitudes to learning are good.
- Links with the parish nourish children's understanding and experience of Christianity.

#### Areas to improve

- Ensure the core Christian values become deeply embedded so all children can explain confidently their distinctively Christian basis, characteristics and influence on daily life.
- Develop the role of children in planning, leading and evaluating worship to enhance their understanding of it and their leadership skills in making it special for others.
- Increase the rigour of strategic planning, evaluation, monitoring and review processes so governors and leaders become more effective in guiding church school development.

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

### **all learners**

A commitment to realise children's God-given potential is at the heart of this inclusive school. Its motto, 'Achieve Believe Care' and the core Christian values of thankfulness, compassion, perseverance, friendship, respect, forgiveness and truthfulness are the language of the school, demonstrated in everyone's attitudes and actions. The vicar's pastoral care for the school community is greatly valued by adults and children alike. Children explain that 'We are like an extended caring family trying to use our values every day to help others'. Not all children, however, are able to confidently explain their distinctively Christian inspiration. Children are listened to and fulfil their many roles with pride, regarding themselves as examples for others. Such harmonious relationships are a key to the school's success. Staff are seen as Christian role models. Children respond with good behaviour, politeness and enthusiasm for learning. They are known well and feel safe and valued. Overall attendance is good, reflecting children's enjoyment of school and the impact of family liaison. Staff diligently support those with special needs and as a result the children make good progress. Children for whom the school receives extra funding have yet to catch up with others in all subjects. Attainment and progress for all children are also inconsistent, although recent action taken to address these concerns is having a positive impact. Children's spiritual, moral, social and cultural (SMSC) development is promoted strongly by an exciting curriculum within which Christian values enhance the spiritual dimension of learning. Bright and interactive Christian symbols and displays prompt children's spiritual awareness. Children support Christian Aid which promotes their cultural development. Their social skills are increased by their excellent contribution to local community projects, including the 'dawn patrol' to support elderly neighbours, singing at care homes and supplying the food bank. Many children explain this as an expression of Christian compassion and service. The partnership with Bathokwa Primary School in South Africa develops children's awareness of Christianity as a global faith. Well-taught Religious Education (RE) makes a strong contribution to the school's Christian character. It enables children to increase their knowledge of Christian belief and teaching, discover other religions and appreciate social and religious diversity.

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

Collective worship is very important. It is inclusive, engaging, reflective and joyful. Planning incorporates biblical themes, Christian values and the church calendar. There is a strong recognition of the value of music in worship. Children say it lifts their spirits. References are made to other faiths which enhances understanding of similarities and differences. Worship, therefore, enables children to discover the relevance of faith and express its meaning. They speak with spiritual insight about how it inspires them. A Year 5 child stated 'We come together as a family and open our hearts to listen to God's voice and deepen our faith'. A Year 6 child affirmed 'When I worship I feel God's presence and the love of Jesus in my heart washing away my fears'. Worship extends beyond daily school gatherings. Children attend Christian festivals at church, termly Eucharist and special worship events run by parishioners. This deepens their experience of different worship styles and enables them to feel part of the wider worshipping community. Children know the Lord's Prayer and Anglican responses and say them confidently. They have a developing understanding of God as Father, Son and Holy Spirit through worship songs, prayers and the symbols of the Bible, cross and candle on the worship table. Children say that prayer increases their sense of God's presence. They value the interactive classroom reflection areas where they think, pray and write prayers for use in worship. The leadership of worship is largely an adult responsibility. A group of children forms an enthusiastic ethos team with staff and clergy. In this capacity they sometimes plan and lead worship in church and school and create thought-provoking faith displays. They say this enhances their understanding of worship. The worship co-ordinator is aware of the importance of increasing such opportunities. There are arrangements to evaluate worship, although they do not involve all children on a systematic basis. The leadership of the vicar is highly regarded. It strengthens the link with the church, inspires a shared vision for worship and ministry and has enabled school and parish to achieve the Church and School Partnership Award 2.

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

The energetic and dedicated Christian leadership of the recently appointed senior leaders, strongly supported by staff and governors, inspires everyone to seek to provide the very best for the children. The positive influence of leadership and management is also seen in the creation of a strong culture of learning and improvement. This enables children to be ambitious and resilient learners whose achievements are frequently celebrated. RE and collective worship development are well led with dedication and vision. Both have a high profile, are well-resourced and meet statutory requirements. This is a school which is beginning to know itself well. Self-evaluation is becoming more focused and robust. It is starting to inform development planning. This in turn is enhancing the drive for improvement and Christian distinctiveness. The school's Christian values are explicitly referred to in key policies. Church school development priorities are not yet included in the school improvement plan. Issues from the previous inspection have been addressed. The school values local authority and diocesan support which improves the expertise of leaders and teachers in developing the school's effectiveness. The governors are proud of the school, supportive and increasingly confident to challenge leaders. They are determined to ensure that the school's Christian character is sustained. This is reflected in the provision made for the recruitment of staff and the development of future leaders. The school is regarded as a beacon of Christian love and witness in the community. It has active links with partner schools, hosts family events and workshops for parents and supports neighbourhood activities. Links with the parish and Liverpool Cathedral enhance the school's Christian identity and extend the church's connections with families. The school knows and nurtures its families extremely well through its Christ-centred approach. Parents are very supportive of what the school is achieving. They are proud that it 'does the very best for all the children' in enabling them to become happy and motivated learners who care for others.

SIAMS report June 2016 Wargrave C of E Primary School Newton-le-Willows WA12 8QL