




CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Boltons Church of England School</p> <p>Bolton Low Houses Wigton Cumbria CA7 8PA</p>		 Diocese of Carlisle Growing Disciples
<p>Previous SIAMS grade:</p> <p>Current inspection grade:</p> <p>Diocese:</p> <p>Local authority:</p> <p>Dates of inspection:</p> <p>Date of last inspection:</p> <p>School's unique reference number:</p> <p>Headteacher:</p> <p>Inspector's name and number:</p>	<p>Good</p> <p>Good</p> <p>Carlisle</p> <p>Cumbria County Council</p> <p>30/06/16</p> <p>25/03/11</p> <p>112245</p> <p>Amanda Pitcher</p> <p>Sarah Oldroyd 870</p>	
<p>School context</p>		
<p>Boltons Church of England School is a small rural voluntary controlled primary school situated in a village in the north west of Cumbria. There are 78 pupils on roll, taught in five classes. Some of the pupils come from the local village and farms while others come from further afield. The vast majority of the children are of white ethnicity and come from mixed socio-economic backgrounds. Approximately 15% of pupils have special educational needs and disabilities. There are 7% of pupils for whom the school claims the Pupil Premium</p>		
<p>The distinctiveness and effectiveness of Boltons Church of England school as a Church of England school are good.</p> <ul style="list-style-type: none"> • The outstanding relationships between all members of the schools community can be seen in the way everyone cares for each other, with the result that all children thrive and make good personal progress. • The pupil's outstanding behaviour, together with their attitudes to learning and care for each other, is underpinned by their understanding of the school's Christian values. • The excellent links between the school, church and local community are mutually beneficial and contribute significantly to the school's Christian character 		
<p>Areas to improve</p>		
<ul style="list-style-type: none"> • Provide opportunities for pupils to take full responsibility for planning and leading parts of collective worship on a regular basis to further develop their understanding of the purpose and form of worship. • Develop the inside and outside spaces so that children have special places where they 		

can be quiet, say a prayer and have the opportunity to reflect. This is to support the children's spiritual development

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

Christian values are deeply embedded and underpin all aspects of this school. The Christian values of love, compassion, friendship and forgiveness are at the heart of all learning. These values shine out through the nurturing and inclusive ethos. As a result, the children's behaviour and their attitudes to learning are outstanding. Pupils are extremely supportive of each other, demonstrating the Christian values of love and compassion. They understand that the values are rooted in Bible teachings, explaining that Jesus taught us that we should 'treat others as we want to be treated'. One child referred to the value of forgiveness saying 'the best form of revenge is forgiveness' and linking this to 'turning the other cheek'. Children talked confidently about the story of 'The Good Samaritan' and how this shows compassion and love for others. The school council take their responsibility for decision-making seriously. They are particularly proud to choose charities for the school to support as they say it encourages them to show compassion. Children enjoy school and overall attendance is good. Children know that they are valued and consequently want to succeed. Attainment is in line with expectations. Opportunities for spiritual, moral, social and cultural development are woven throughout the wider curriculum, religious education (RE) and collective worship. Art work on Pentecost, shows that children are able to explore concepts which have a profound effect on their thinking. Learners enjoy their RE lessons and say that teachers encourage them to think and ask questions. Children study Buddhism and Islam. They are encouraged to ask questions to develop their understanding of difference and diversity. Consequently, pupils are tolerant and understanding of the multi-cultural world in which they live. They say that 'all religions should live together' and that 'people should be accepted for who they are'. Parents value their children's education both academically and personally. They say that the school teaches love and forgiveness and enables their children to develop as independent, thoughtful, caring individuals. They particularly appreciate the buddy scheme, saying that the older children nurture and care for the younger children.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school. It makes a significant impact on children's personal development. All staff share responsibility for worship. Children say that worship is important as it 'begins each day joyfully'. The children listen well and respond appropriately, joining in enthusiastically with responses, prayers and hymns. The vicar leads worship each week. The support of the clergy, including other visitors such as the Methodist minister, helps to develop the children's understanding of Christian teaching. Themes are linked to Bible stories and also to the school's values. As a result, children appreciate the significance of Bible teachings in their everyday lives. Pupils have a developing understanding of the Trinity. Older children are able to articulate their thinking. One pupil said that 'the Father watches over you all the time, the Son helps you learn how to be and the Holy Spirit guides you'. Links with the church are important to the school and the children are able to discuss the Christian year and the major Christian festivals. Children, staff, parents and governors all contribute to the evaluation of worship, both formally and informally. Priorities are included in school development planning. Children are developing their understanding of the purpose of prayer and enjoy opportunities to write their own. One pupil said that prayer 'helps us get through

things we struggle with and gives us courage and determination'. Although experiencing reflection in collective worship effectively supports spiritual development, there are no special places, either in school or outside, where children can go to be quiet, reflect on a problem, or say a prayer. Since the last inspection, children have been given more responsibility for planning and leading worship. They choose the prayer and hymn for daily worship and contribute to other services. However, opportunities for children to take full responsibility for planning and leading worship on a regular basis are limited. Parents and governors are invited to share in worship and say that they value this opportunity.

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

The head teacher promotes effective Christian leadership. All staff and governors share a clear vision for the school which is strongly rooted in Christian values. The shared, collaborative nature of leadership and management promotes a sense of purpose which supports the personal and academic development of each child. The committed and supportive governors, are regular visitors in school. They are clear that the school's Christian values can be seen in every part of school life. Since the last inspection governors have taken advantage of diocesan training and have therefore become more effective at monitoring RE and collective worship. Governors realise the challenges facing church schools and are proactive in looking at ways of securing the school's future as a church school. Pupils and parents contribute to self-evaluation which feeds into school improvement. There are strong links between the school, parents and clergy, with the school being at the heart of the community. The vicar regularly attends school events which provides an opportunity to engage with parents on an informal basis. Pupils contributed to the recent flower festival at the church and have attended a local social group for older members of the community. These links are of mutual benefit as they contribute to the children's understanding of citizenship. They also take part in events in the wider community such as the service at Carlisle Cathedral for Year 6 leavers. RE and collective worship are well led and contribute effectively to the school's Christian distinctiveness. The RE coordinator has taken advantage of support from the diocese to produce a new scheme of work. As a result the RE curriculum is interesting, engaging and links with the school's values. Partnerships with other church schools contribute to succession planning and there is an emphasis on preparing future leaders of church schools. Parents value this small school, saying that 'it guides their children on their spiritual journey'.

SIAMS report June 2016 Boltons C of E School Bolton Low Houses Cumbria, CA7 8PA