

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

### Parbold Douglas Church of England Academy

<b>Address</b>	Lancaster Lane, Parbold, Wigan WN8 7HS		
<b>Date of inspection</b>	29 November 2018	<b>Status of school</b>	Single Academy inspected as VA.
<b>Diocese</b>	Blackburn	<b>URN</b>	137127

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

Parbold Douglas Church of England Academy is a slightly smaller than average sized primary with 204 pupils on roll. The school has very low levels of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is also below national averages. This is the lead school in a local teaching school alliance. Since the last denominational inspection, a new headteacher, deputy headteacher and recently four teachers have been appointed.

#### The school's Christian vision

Through sharing the life-giving message of Jesus Christ, we are committed to *developing: a love of learning*, a place where *all are valued*, where we all live together as a Christian family. *We help all recognise, develop and appreciate their gifts so that they may let their light shine! Matthew 5:16*

#### Key findings

- Inspirational Christian leadership empowers all members of the community to flourish.
- An imaginative approach to teaching and learning is effectively linked to its vision. Religious education (RE), embedded in other subjects, is exemplary in deepening pupils' knowledge.
- Pastoral care at all levels, including support for mental health and wellbeing, ensures that pupils and adults thrive.
- Coherent approaches to inclusion inspire excellent relationships in the school community, which are intolerant to prejudicial behaviour and foster respect for all.
- The intrinsic partnership between school and church communities supports meaningful collective worship with significant pupil engagement, offering space for spiritual growth.

#### Areas for development

- Embed the evaluation of collective worship by pupils to inform future planning and enable everyone present to see the relevance of the Christian faith in today's world.
- Ensure pupils' awareness of all faiths and world views extends to meeting people of faith in their place of worship or school. This nurtures their spiritual and cultural development.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

Parbold Douglas Academy is a strongly supportive, nurturing and inclusive school. The recently reviewed mission statement is firmly rooted in the Bible. The motto, 'Let your light shine' (Matthew 5:16) drives every decision in the school community. The visionary headteacher and deputy headteacher are inspirational in creating a transformative culture where all can secure good knowledge and thrive. Pupils are confident about the impact the school vision has on them. One wrote, 'I know my true talents thanks to this school.' Governors are proud of their school and maintain a visible presence. They have a deep and insightful appreciation of the school's strengths and areas for development. Together with the headteacher and the leadership team, they ensure that evaluation systems and consequent strategic planning for improvement, are challenging but realistic. They are proactive in supporting initiatives to ensure that all can flourish. This extends to targeted use of resources, ensuring that barriers for pupils who are disadvantaged are removed, so all have access to a rich curriculum. Consequently, these pupils make impressive progress when compared to their peers.

The school is very effective as the lead school in the teaching school alliance, Shining Lights. They are outward facing, opening the doors to sharing best practice, reflecting the school's vision to support all. Strongly supportive induction and training programmes facilitate staff to rapidly acquire necessary skills. Future leaders of church schools are supported through Diocesan partnerships. Leaders are alert to specific staff talents and forge roles to build on identified strengths, such as nominating a staff member to redevelop lunchtime provision.

Imaginative curriculum design is driven by the desire to ensure that all pupils shine to their full potential. Detailed, rigorous monitoring and evaluation systems are timely and accurate. The needs of pupils are championed and leaders seek ways to create excellent experiences for pupils. Areas for development are rapidly addressed ensuring that pupils achieve well in comparison to national averages and pupils are well prepared for life. Overall, curriculum design makes purposeful links by incorporating 'Picture News' and asking big questions. Pupils' understanding of issues beyond the school community is well developed. Subsequently, pupils are inspired to social action and innovative in their compassion as agents of change. A focus on character development in all years leads pupils to share a conviction that they can achieve and be shining lights themselves. The enrichment provision is highly effective. For example, the debating club, creates a safe place for children to rehearse disagreement without confrontation, fostering advocacy and respect.

The innovative whole school scheme of work (Good Works) uses the Bible as a core narrative text in English. This creates additional first-rate occasions for cross-curricular teaching of RE. This has led to an impressive improvement in the quality and understanding of RE, where pupils apply their learning exceptionally well and think critically. Pupils develop a deep respect for other faiths and world views and confidently make connections between religious ideas.

Leaders recognise character development as an integral foundation in fulfilling the deeply embedded vision to shine. From this bedrock, good knowledge and understanding are then built. Bold decisions have been taken for the inclusion of some vulnerable pupils that enable them to flourish. This has significantly reduced exclusions. Staff have each taken on the role of pupil champions, supporting individuals in need of particular encouragement. One pupil reported that teachers never give up on them. 'Growth Mind-set' principles are utilised very effectively to develop pupils' resilience. School has invested in additional support for mental health wellbeing. Consequently, pupils enthusiastically take on leadership roles, such as librarians, play leaders and buddies for younger pupils. Pupils talk about how they have made progress in these areas. One pupil said she had learnt that, 'It's in the darkest time that you see God's light the most'. The establishment of the wellbeing team for adults is clearly a defining moment in their own spiritual journeys. An innovative approach to professional development, through shared peer discussions, has a positive impact on pupil's progress. In this open, respectful culture, staff are exceptionally motivated and aspire to use their gifts in developing a love of learning.

The school's inclusive vision, extending beyond the school walls, has a significant influence on supporting parents. The approachable school team secure a sense of safety for pupils. As children are well-informed about global issues, they become ambassadors for change at home. One parent shared how her child had stopped her using so much plastic. Many slogans are cited where pupils remind their families about Christian values, such as 'don't rub it in,

rub it out' for forgiveness. Children act as beacons of light in the community. They express Christian values in caring for others, for example through collecting items for foodbanks and singing at village events.

Inclusive and engaging collective worship inspires a sense of joy. Pupils are eager to participate in leading collective worship and volunteer as 'Footstep Followers'. Pupils often lead thoughtful Taize style prayers, inviting all to engage in prayer for the wider world. Whilst pupils make noteworthy contributions to leading worship, there are not many opportunities for them to contribute to future planning through their evaluations. The vicar is a welcome presence in school. As well as nurturing pastoral support and collective worship, she has very effectively developed a child friendly story approach 'Little Dog' to explain key biblical concepts in RE. Consequently, pupils clearly articulate a remarkable understanding of theological concepts, including creation, incarnation, salvation and kingdom. Links between church and school are seamless. Pupils appreciate the meaning of the Eucharist as the Lord's Supper. They relate the Christian understanding of Father, Son and Holy Spirit to their own experience. Pupils apply their knowledge of theological concepts in the church calendar to campaigns. For example, 'Give up on grudges' at Lent inspired the whole community to consider biblical values through their enthusiastic creation of short promotional films. 'Praying in Colour' helps pupils pray without words and library book marks encourage children to create prayers for those with no access to education.



**The effectiveness of RE is Excellent**

Statutory obligations for RE are fully met and very successfully sustained. Class teachers take responsibility for teaching RE and are very well-prepared for this through diocesan and clergy training. The innovative curriculum ensures RE standards are high when compared to other subjects and best practice is shared with others. There is a focus on questioning skills to develop further understanding of greater depth and application to life experiences. Accurate monitoring systems very successfully ensure that all pupils, including those that are vulnerable and those with special educational needs, flourish academically in RE.

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