



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Peter's Church of England Voluntary Aided Primary School

The Keys Federation Academy Trust
Kildare Street
Hindley
Wigan
WN2 3HY

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Liverpool

Local authority: N/A

Dates of inspection: 7 July 2016

Date of last inspection: December 2010

School's unique reference number: 106475

Principal: Nicola Green

Inspector's name and number: Gail Fullbrook 530

School context

St Peter's school became of founder member of The Keys Federation in September 2011. It converted to a Multi Academy Trust in January 2015 along with three other local schools. St Peter's has been a National Support School since 2010. The school is larger than average and almost all children are White British with English as their first language. The proportion of children known to be eligible for pupil premium funding is below the national average as is the proportion of children with special educational needs. The church is currently in an interregnum but a lay reader has been identified to work with the school until the new incumbent is in place.

The distinctiveness and effectiveness of St Peter's as a Church of England school are outstanding

- The clarity with which the school's distinctive Christian ethos is widely recognised and understood has a significant impact on the children's good achievement.
- Christian values are deeply embedded within the life of the school. They have a profound influence on relationships, behaviour and the ways in which the children care for one another.
- Engaging and creative Religious Education (RE) supports the children's moral social and cultural education.

Areas to improve

- Formalise and embed a process of monitoring and evaluating the impact of the school's Christian vision and values. This is to ensure that leaders have a clear understanding of the school's current strengths and clarify ways in which they can plan for future developments.
- Extend the range of opportunities for prayer and reflection within worship and across the school day to strengthen the children's spiritual development.

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

St Peter's is a welcoming and friendly school. Parents, staff and children all recognise that Christian values provide the foundation for all aspects of school life. Children show excellent attitudes to learning and take great care of each other. They make direct links between their exemplary behaviour and the school's core Christian values. Children achieve well and make very good progress. This is because the school is highly responsive to the needs of each child. Children know that they are valued as part of God's family and priority is given to seeking out their individual gifts and skills. Attendance is above the national average. A well-established procedure, informed by the school's Christian ethos, encourages and supports families where there are concerns about absence. The impact of the school's distinctive Christian vision is identifiable in the Spiritual, Moral, Social and Cultural (SMSC) development of the children. They are enthusiastic fundraisers, particularly for the hospice adjacent to the school, and show moral and social understanding in their support of a range of church and community events. Children have respect for those of other faiths or backgrounds. They confidently state that, 'Everyone has a right to speak and a right to an opinion'. The children's spiritual development is good. However opportunities to deepen spiritual awareness are sometimes missed in lessons and worship. Relationships are effective and purposeful and a visible sharing of the school's core Christian values of trust, respect and friendship. Children are familiar with a range of Biblical stories that underpin their values. They identify ways in which Christian values support them in the choices they make within and beyond school. For example, a child commented, 'You can't be a good friend if you're being mean'. Children know that Christianity is a worldwide faith and recognise that although Christians sometimes worship in different ways, they are all followers of Jesus. Excellent experiences in RE encourage a respect for difference and diversity and the children's SMSC development is strengthened within RE lessons.

The impact of collective worship on the school community is good

Children enjoy worship and say that it is interesting and fun. They welcome the regular pattern of worship where candles are lit to remind everyone present that, 'Jesus is the light of the world'. The signing of an opening greeting and the Lord's Prayer show a commitment to inclusivity. Children sing with enthusiasm. One child commented that for her, 'Singing was like having a conversation with God'. Children share times when worship has caused them to think about something important to them. A Key Stage 2 boy spoke of realising that he needed to be friends with everyone and not just with a few people. Another, when learning about God's forgiveness, said, 'I realise that I have to forgive others before I can expect my friends to forgive me'. Worship is Biblically based and stories are told to support the Christian value that is the current focus. Themes support SMSC development and sometimes result in children deciding to support a charity or community event. A favourite style of worship with many children is the monthly compline service. They enjoy the traditional words and the time given for prayer and reflection. Children recognise some seasons of the Church's year. They understand the importance of the festivals of Christmas, Harvest and Easter but are less confident when talking about the stories of Lent, Ascension and Pentecost. Major Christian festivals are celebrated in church and children visit regularly as part of their learning in RE and other subjects. During worship three candles are lit to represent God as Father, Son and Holy Spirit. By the end of Key Stage 2 children develop an age appropriate understanding of the meaning of each aspect. Children recognise that prayer is an important way of talking to God. The school prayer or the Lord's Prayer are spoken within worship. However, additional prayers are not routinely used within worship, nor are there regular times of silence for personal prayer or spiritual reflection. Reflection areas in each classroom provide a focus for class worship. Class reflection books form a record of the children's response to worship and sometimes include personal prayers. Children enjoy taking part in worship and routinely choose songs that will support the day's theme. The Ethos group plans and leads worship. They speak with enthusiasm about the

importance of choosing the right story and song for worship and of finding or writing a relevant prayer. Children give regular feedback on worship, and along with comments from visiting adults, their views inform future planning. Senior leaders are involved in the planning of worship and are usually supported in this by clergy.

The effectiveness of the religious education is outstanding

A creative approach to teaching and a well-structured curriculum contribute to the very good progress children make in RE. By the end of Key Stage 2, children achieve or exceed national standards. In well-structured lessons they explore the ways in which the beliefs of people of faith affect their lives. Children are familiar with the beliefs and practices of a number of faiths and have a secure understanding of Christianity. They effectively use a range of key skills such as enquiry and interpretation to support their learning. During a lesson about Jesus' baptism, Year 2 children reflect on their own baptism and the promises made by parents and Godparents. They then contrast their own experience with the way a baby is welcomed into the Muslim faith. All teaching is consistently good with many examples of outstanding lessons. Children enjoy responding in creative and interesting ways. In a Year 3/4 class children thought about when, where and how they can pray. This led one child to wonder about how God wants his people to pray. Another, after thinking about whether he should pray using prayers from a book, concluded that, 'Your own prayers matter more because you mean them more'. The highly effective RE coordinator ensures that teaching is in line with the best of current practice. As a result of regular monitoring of workbooks and teaching, along with information gained from diocesan training, she has a clear understanding of strengths in RE. Children's progress is carefully tracked and judgements are validated with two local church schools. This ensures that assessment is accurate and that teachers are able to plan lessons that will help all children to learn and make progress. RE is woven in to the school's Dream curriculum where themes are rooted in questions and children are encouraged to contribute to their learning journey. As a result, the interests and talents of children are nurtured in line with the school's mission of unlocking hearts and minds as a sign of God's love. Record folders for each key stage are maintained. They contain samples of work at all levels of development and examples of learning not found in individual workbooks.

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

The distinctive vision of the school is widely known and understood. Based on Christian values, it reflects the school's commitment to an enriching and life enhancing Christian education for all children. However, processes for the strategic monitoring and evaluation of the school as a church school are not yet in place. As a result, development points identified by the school are not always sufficiently accurate or focused. Christian values lie at the heart of the school's curriculum and arrangements for RE and worship. They have impact on SMSC development and the children's excellent behaviour and attitudes to learning. Parents feel a strong sense of partnership with the school. They welcome the many ways in which the school goes the extra mile to support them and their children. Effective links are in place to the mutual benefit of school and church. Art work from the school can be found in church and members of the church community give much appreciated support to the school. Prayer is regularly offered by the church community for the school. Arrangements have been put in place that are minimising the impact of the interregnum on the school. Effective links with Liverpool diocese and the wider community enable children to benefit from participation in diocesan and community events. As a result, children recognise the importance of community and of their role within it. Through a clear career structure, teachers, middle leaders and future leaders are offered appropriate training and encouragement. RE is given high priority by school leaders. Diocesan training, the support of an external consultant and meetings with the coordinators from the two other church schools in the multi academy trust, contribute to high standards in RE.