



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Peter's Voluntary Aided Church of England Primary School

Birley Street
Newton-le-Willows
WA12 9UR

Diocese: Liverpool

Local authority: St Helens

Dates of inspection: 20th March 2014

Date of last inspection: 15th December 2008

School's unique reference number: 104801

Headteacher: Mrs. Barbara Flitcroft

Inspector's name and number: Mr Paul Adnitt 590

School context

St Peter's is an average sized primary school. The vast majority of pupils are from white British backgrounds. The proportion of pupils eligible for free school meals is well below average. The number of pupils with learning difficulties and or disabilities is below average. Pupils are taught in eight classes from Reception Year to Year 6, including some mixed age classes.

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

- The school focuses on Christian values. The distinctive Christian ethos permeates all aspects of school life and has an outstanding impact on pupils' personal development
- Relationships based on Christian love and care for each individual are outstanding. The quality of relationships with parents and the parish provides a positive Christian impact in the wider community.
- The headteacher provides outstanding Christian leadership. She ensures that the school's Christian character constantly strives to make a difference to the pupils' academic achievement and spiritual development.
- Planning and evaluation of the Christian distinctiveness of the school by leaders and governors is extremely effective. It is based on accurate monitoring and feedback gathered from across the school community. All stakeholders feel that they have a valuable part to play in the life of this Christian school.
- Daily worship is excellent and vibrant and is central to the life of the school. This quality worship makes a significant impact on pupils' spiritual development.

Areas to improve

- Involve more pupils in planning and leading worship in order to deepen their spiritual awareness and understanding of worship and prayer.

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

The school's Christian character nourishes, encourages and challenges the spiritual and cultural development of the whole community. The distinctively Christian values of love, hope, faith and trust are made explicit and are deeply embedded in the daily life of the school. The staff and governors expound these core gospel values by example in the daily life of the school evidenced by the excellent quality of relationships between all members of the school community. This, together with the emphasis on caring for others, makes an exceptional contribution to the pupils' social and moral development. All pupils feel safe and special and have positive attitudes to their learning and they know they are valued and loved by staff. The pupils are proud of their school and speak confidently about why it is special to them. One pupil commented, 'What makes this school really special is everybody is there for everyone.' The distinctive Christian character of the school has a positive impact on the outstanding academic standards and progress achieved by the end of Key Stage 2 and on the pupils' excellent personal and social development. Older pupils are excellent role models for their younger peers. From an early age pupils learn how to value each other and their surroundings. Parents are very positive about the Christian ethos of the school. One parent remarked, 'It's important for the children to be raised with Christian values.' These values clearly contribute to pupils' behaviour which is excellent. Interactive worship and religious education (RE) displays, both in classrooms and central areas, engage pupils and promote prayer, reflection and spirituality. They are a constant reminder that the school is a place where the Christian faith is nurtured.

The impact of collective worship on the school community is outstanding

Outstanding collective worship is at the heart of school life and all staff and pupils participate with enthusiasm. It is inspirational and inclusive and of the highest standard. The daily act of worship enhances the pupils' knowledge and understanding of the Christian faith including their awareness of God as Father, Son and Holy Spirit. Pupils are confident when discussing their faith and demonstrate significant levels of spiritual maturity. Opportunities for reflection and prayer enhance pupils' spiritual awareness. Worship is a valuable experience for everyone in the school family and makes a positive impact on their spiritual development. Christian values are strongly promoted in worship and are clearly understood by the pupils. They enjoy worship and speak enthusiastically about the value of worship in their lives. A member of the school council commented, 'We spend a lot of time in prayer to make sure God knows we believe and we pray about what concerns us.' Pupils show respect and enjoy leading worship. 'God's Gang', a group of older pupils, meets regularly to plan and lead worship. They value these opportunities and speak with pride about their part in the worship life of the school. These opportunities are not as openly available to the wider school population. Worship also enables pupils to recognise their responsibilities towards others and to reflect on community and personal values. The vicar is seen by the pupils as being an important member of the school community. She is well liked by the pupils who value her contribution to the life of the school. One pupil commented, 'She helps to prepare us for confirmation. She is very important to us.' Involvement in parish worship and the monthly school Eucharist in church provide further opportunities for pupils to feel part of the parish family. A worship table with a cross, candle and a cloth depicting the church's season provides a clear and positive focus. Monitoring, planning and evaluating are outstanding and include contributions from pupils, staff and governors to inform future school worship. Biblical themes and the importance of confirmation and the Eucharist are included in the planning cycle.

The effectiveness of the religious education is outstanding

Religious education lies at the very heart of the school curriculum. The teaching of RE is outstanding and has a significant impact on pupils' spiritual, moral and cultural development. The governors have adopted the Liverpool diocesan syllabus for RE which reflects the national framework. Planning of RE is excellent. By frequently monitoring lessons, scrutinizing plans and

pupils' work and talking to learners the RE co-ordinator is able to ensure the continued high achievement of pupils in the subject and identify areas for continuing professional development. Lessons observed showed excellent subject knowledge, interactive learning, independent learning, excellent use of ICT and challenging activities. Attainment and progress are outstanding and in line with other core subjects. Pupils enjoy RE and demonstrate a clear understanding of what it means to be a Christian. One pupil remarked, 'As Christians we know Easter was when Jesus did something special. God sent Jesus to be sacrificed for us.' They demonstrate clearly the impact of RE on their lives and the life of the school. Outstanding teaching ensures that pupils are able to demonstrate a high level of spiritual maturity and knowledge. Older pupils apply their learning to possible scenarios in their own lives. They are actively encouraged and supported in this reflection. The pupils are keen to discuss their feelings and experiences in RE, and this, together with the high standard of teaching, has a positive impact on pupils' spiritual, moral and social development. RE promotes cultural identity and understanding of diversity through well planned lessons on major world faiths and by regular visits of other faith leaders to school. St Peter's church is used well and creatively for teaching and learning activities, clearly evidenced by the school's annual 'Faith Week.' The spiritual life of pupils is further enriched by the development of a "Faith Trail" which features the school and church.

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

Leadership and management are both of excellent quality and strongly promote the school's Christian character and ethos. The headteacher is a dedicated Christian leader who takes all possible opportunities to promote St Peter's as a vibrant church school. Through accurate church school self-evaluation she is able to evaluate effectively the impact of the school's Christian values on pupils' achievements and well-being. Leadership of the school is positive and is rooted in strong and effective Christian values. Governors have a strong commitment to the school's Christian foundation. The creation of a governors' Christian distinctiveness committee emphasises the importance placed on the Christian ethos of the school. This group together with the leadership of the school has ensured that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to both the RE and worship co-ordinators. Continuing professional development of all staff and governors is a high priority within the school and is contributing to the high standards of RE teaching witnessed. All members of the school family make a clear and highly effective contribution to church school self-evaluation. It is used effectively to clarify the present position of St Peter's as a distinctive and caring church school and drives the continuing development of the school's distinctive Christian character. The governors are fully aware of their roles and responsibilities and make a valuable contribution to school leadership and Christian vision. The successful school council plays an important role in involving all pupils in the life of the school. Parents feel that the school listens to their views and that problems are dealt with quickly and sensitively. They know that their opinions are valued. The focus for development from the previous report has been addressed thoroughly ensuring that the quality of the RE provision has improved substantially.

SIAMS report March 2014 St Peter's C of E Primary School, Newton-le-Willows WA12 9UR