

National Society Statutory Inspection of Anglican Schools Report

Ireleth St. Peter's Church of England Voluntary Aided Primary School

Kirkby Road,
Ireleth,
Askam-In-Furness,
Cumbria
LA16 7EY

Diocese: Carlisle

LA: Cumbria

Dates of inspection: 23.06.06

Date of last inspection: 28.11.00

School's Unique reference number: 112415

Headteacher: Mrs. J. Pierce

Inspector's name and number: Mr. W.J. Holliday

School context

Ireleth St. Peter's is a small Voluntary Aided Primary school in the village of Ireleth, near Askam-In-Furness. There are 57 pupils on roll organized into two classes.

Summary Judgement

Ireleth St. Peter's is a good Church of England School with many outstanding features. It is a very friendly and happy school with an extremely caring Christian ethos in which all pupils are highly valued, nurtured, and enabled to flourish as individuals.

Established strengths

- The clear vision and strong commitment of the Headteacher, governors and staff to the continued development of the Christian ethos of the school, based upon Christian values.
- The very caring relationships within school. The excellent behaviour of the pupils and the support they provide for each other in learning and in play, reflecting the Christian values which permeate all of school life.
- The very good range of extra-curricular and enrichment activities provided for pupils to enhance their spiritual, moral, social and cultural development.
- The very stimulating environment within school for learning and working together.

Focus for development

- To improve the range of resources available for the teaching of Religious Education and to support Collective Worship.
- To continue to develop the links with the parish church and explore ways in which the clergy, church members and the church building can be used to support and enhance the RE curriculum.
- Undertake the planned review of the RE policy and develop assessment procedures to ensure work is matched to the National Standards in RE.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school makes outstanding provision through its distinctive Christian character to meet the needs of all its pupils. All the pupils feel valued and special. There is a very friendly and happy atmosphere in the school and the children speak very appreciatively about the care and support they receive from the very committed staff team. Christian values are very evident in all aspects of school life. The behaviour of the pupils is excellent and they are extremely supportive of one another. This is evident in class when working together and in the playground where older children act as 'Buddies'. The school ethos makes an excellent contribution to the spiritual, moral, social and cultural development of pupils. Everyone works cooperatively and collaboratively and children feel able to share their ideas and beliefs with confidence, knowing they will be respected. A very good range of extra-curricular and enrichment activities are provided including a good range of sports, visiting artists, drummers and dancers from other cultures, and a good range of educational visits. Good use has been made of Diocesan links, such as the recent visit by a teacher from Uganda as part of the 'Everywhere to Everywhere' project. The pupils take up responsibilities well both in class and around school. The School Council have contributed a number of ideas which have been acted upon by the school for the benefit of the pupils. Staff provide very good role models and they are very friendly and approachable for both children and adults. The Christian ethos is extremely well

represented visually in school, particularly in the outstanding entrance hall area. The displays throughout the

What is the impact of collective worship on the school community?

The impact of Collective Worship on the school community is good. There is a good balanced programme for Collective Worship, which includes whole school, class worship and celebration of achievements. Children are actively involved in setting up the worship area, choosing songs and music and in taking part in the material being presented. Classes also occasionally lead Collective worship. The large sports hall is not an easy place to create an intimate space for worship but in carefully selecting the worship focus, and by good presentation of the theme, the children are drawn in and engaged. The children sing very enthusiastically and eagerly take part in answering questions or playing roles to assist the teacher or person leading worship. There is a need for a wider range of songs for use in worship and for old books to be replaced. The school makes good use of the Parish church for the main Christian festivals and for a Leaver's Service. There is a very good range of visits from local church leaders. One act of Collective Worship each week is led by either the vicar of the parish or by one of the leaders of the other denominations locally: Roman Catholic Church; Methodist Church; United Reformed Church. Staff attend most acts of worship and parents enjoy attending worship times led by the children or which include good work or celebrations of achievement. There are currently no arrangements for formal evaluation of Collective Worship and this should now be developed so as to inform future planning and delivery of the planned themes.

How effective is the religious education?

Religious education is good. The importance of RE is recognised by the governors Headteacher and staff. The headteacher has carefully evaluated the subject since her arrival and correctly identified areas for development. A very good action plan has been put in place which includes the review of the RE policy, the need to develop assessment procedures and the need to provide more resources to support the RE curriculum. There are currently few resources or artefacts to support the RE curriculum in school and there is a need to make more regular use of the resources available from the Diocesan Resources Centres. The current policy and scheme of work provide an appropriate balance between Christianity and other World faiths and comply fully with the Diocesan syllabus. Some very good medium term plans have been developed for this year's themes which should be used as a model for planning in the future. Although some assessment is included in planning this is not yet secure and the procedures for assessment need to be developed further so that pupil achievement is linked to the National standards for RE. Standards in RE are high at both key stages and the pupils show real enjoyment of the subject. Teaching is good and on occasions outstanding. Pupils are able to develop their ideas and reflect upon religious material in response to a range of teaching strategies. Good use is made of an Interactive White board at Key Stage two in providing a stimulus for learning and to enable the pupils to focus upon important questions for discussion. In the lessons observed good opportunities were provided to reflect upon the significance of symbols. At Key stage 1, children explored items used in a Buddhist shrine and shared thoughts about change, respect and good actions. At Key Stage two, pupils contributed very thoughtful responses as they considered the significance of Holy Communion for Christians and the symbols used, linked to the Last Supper.

How effective are the leadership and management of the school as a church school?

The leadership of the school as a church school is good. The headteacher has a very clear Christian vision for the school, shared with the governors and staff, based upon Christian values. This is expressed clearly in the school Mission Statement and included in the new School Brochure. Parents are extremely supportive of the ethos of the school which they value highly. The headteacher has developed a good range of opportunities for parents to express their opinions about the school, including the Christian ethos, or raise any questions or concerns about their child, both formal and informal. Her friendly, positive and enthusiastic approach is greatly appreciated by parents, governors, and staff. The governors are very committed to their role and very supportive of the school. There is a need to develop a more structured system for monitoring RE and Collective Worship by a link governor, so that some observation of different acts of worship and RE lessons at both Key Stages is

included. The links with the church community are good and the headteacher and vicar are committed to developing these further. The Headteacher and staff work extremely well as a team and are very committed to working together in the development of the Christian ethos for the benefit of all the pupils. The school is in a very good position to develop further as a very effective church school.

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