

National Society Statutory Inspection of Anglican Schools Report

Leck St Peter's Church of England Voluntary Aided Primary School

Leck,
via Carnforth,
Lancashire.
LA6 2JD

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 21st November, 2006

Date of last inspection: 17th-18th October, 2001

School's unique reference number: 119535

Headteacher: Mr Kerry Stafford-Roberts

Inspector's name and number: Mrs Carol Berry 324

School context

Leck St Peter's School is a smaller than average rural school. The pupils are mostly white British and come from the village or travel from the rural area around the school. There are pupils from North Yorkshire and Cumbria as well as Lancashire. All teaching staff joined the school within the last two years. The head teacher took up his post last year.

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

Each member of the community is valued as an individual created by God. Christian values are celebrated and are evident in all aspects of school life. As a result, there is a happy family atmosphere where pupils develop the personal skills and confidence needed to enjoy learning.

Established strengths

- Excellent relationships founded upon Christian values.
- Imaginative multi-cultural education which promotes enthusiasm for learning about other cultures and respect for people of different cultures.
- Use of the school buildings to create a vibrant learning environment which stimulates spiritual development.

Focus for development

- To involve the whole school community in the process of monitoring and evaluating all aspects of the school's Christian distinctiveness.
- To raise standards in RE by assessing children's work with reference to nationally expected standards
- Provide appropriate support to all staff through a programme of in-service training in religious education
- To involve pupils in leading and evaluating worship.

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

The way in which the school meets the needs of all learners through its distinctive Christian character is good. Christian values underpin excellent relationships between all members of the school community with the result that the school is a safe and happy place. One dinner supervisor said that even in the playground children put these values into practice. This is a secure family community in which each individual is valued by the school. Respect for individuals is apparent in relationships and in the regular achievement assembly celebrating talents given by God. It is also reflected by the displays around the school, for example, the 'Welcome to our School' display. In this context, personal development is good and academic achievement is satisfactory but the capacity to improve is good. There is a rich programme of cultural education, including links with schools in Uganda and on the island of Harris, which means pupils develop positive attitudes towards people of other cultures and

are enthusiastic about exploring other cultures. Pupils are encouraged to think of the needs of others through their support of a variety of charities. A wide range of extra-curricular activities provides pupils with the opportunity to explore new interests as diverse as chess and knitting. The use of the school environment to promote spiritual and personal development is outstanding. Throughout the building, displays have been used to create a vibrant and thought provoking learning environment. For example, the displays in the hall prompt pupils to prepare for worship, reflect on the teaching of Jesus, celebrate the link with the school in Uganda and consider choices for playground behaviour.

The impact of collective worship on the school community is good

Pupils' positive attitudes to collective worship are demonstrated by the way in which they enter respectfully and participate with enthusiasm. Careful planning ensures that pupils consider a wide range of Christian themes. Pupils encounter the Anglican tradition through the collective worship led by the vicar every week as well as through the choice of prayers and the way in which collective worship follows the pulse of the Church's year. There are close links with the local church, including the school's contribution to parish worship at Harvest, the Christingle service and a shared Carol service. The close relationship with the church enriches the pupils' experience of worship. The school's worship life also touches the wider village community, for example, through a Remembrance Day coffee morning and through the contribution of the KS1 class to the "Leck News" about not being too busy to celebrate the birth of Jesus. The small size of the school means that worship is sometimes more active and informal than would be possible in a larger school. The occasional opportunities provided for pupils to lead worship have been greatly enjoyed. Pupils were able to clearly remember the Christian teaching from worship they had prepared. An area for development is involving pupils in leading and evaluating collective worship, for example, listening to pupils' views on aspects of collective worship which they find helpful and effective.

The effectiveness of the religious education is satisfactory

Imaginative teaching, based on the Blackburn Syllabus, means that pupils enjoy RE. They are used to working collaboratively and have developed excellent group skills. The small class size at KS1 (7 pupils) means that even in a short discussion there is extra time available to value and consider every contribution. For example, in a KS1 lesson all pupils shared their own experiences of waiting for a party and so caught the excitement and anticipation of Advent as they compared this to waiting for the birth of Jesus. Because pupils know there is always time for their voice to be heard they are confident and enthusiastic about sharing ideas. Innovative activity days allow pupils to focus in depth on key themes, for example Easter. Pupils' understanding of other faiths and cultures was enhanced by a day on India during which pupils explored Hinduism through a wide variety of activities, including making puppets and Diva lamps. The worship life of the school makes a significant contribution to RE by developing pupils' understanding of Christianity. RE lessons in both key stages make links to other curricular areas with the result that skills gained in other subjects are reinforced. For example, one KS2 RE lesson required pupils to use appropriately challenging ICT skills. Pupils are able to recall learning in RE because each class is keeping a log book of activities and discussions. During the last academic year, pupils at KS2 had used the principles of Philosophy for Children to investigate various issues, including the Bible. The discussions recorded from these lessons demonstrated that pupils were thinking deeply about the Christian faith and were looking for personal answers to important questions. However, written work in RE is at a lower level than expected and teaching does not sufficiently challenge the oldest pupils present in each class. Improved use of assessment is needed to help raise standards and to ensure that all pupils are provided with an appropriate level of challenge in RE.

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

The recently appointed head teacher is providing effective leadership and is dealing with the issues facing the school. The mission statement sets out the school's Christian foundation and school policies explicitly state the Christian principles on which they are founded. There is an excellent new RE co-ordinator with creative ideas and there is commitment from all staff both to the school's Christian ethos and to providing a high standard of RE. Governors, and

parents also recognise the importance of the school's Christian character, but their vision is rarely discussed and shared. Governors offer great support to the school and provide encouragement, not only in terms of leadership, but also in offering time to the pupils. For example, the vicar visits weekly to lead worship and the Chair of Governors supports the knitting club. However, the governors do not fully undertake their role of monitoring and challenging the school. An area for development is to involve all members of the school community in evaluating the school's Christian distinctiveness in order to facilitate discussion resulting in a shared vision for this Christian school.

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