

National Society Statutory Inspection of Anglican Schools Report

St Peter's Church of England Voluntary Aided Primary School

Kildare Street
Hindley
Wigan
Lancashire

WN2 3HY

Diocese:	Liverpool
Local authority:	Wigan
Dates of inspection:	1 st February 2008
Date of last inspection:	1 st -3 rd Dec 2003
School's unique reference number:	106475
Headteacher:	Mrs S Bruton
Inspector's name and number:	Mr I Thomas 350

School context

This slightly above average sized primary school serves a mixed social area. A small proportion of pupils are from minority ethnic backgrounds, but the majority are white British. A higher than average number of children have learning difficulties and/or disabilities. The number of children entitled to free school meals is also average. The headteacher was appointed in September 2007 and a new deputy took up post in January 2008

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

The ethos, teaching and learning of this popular school clearly demonstrate its Christian foundation. Christian attributes of loving and serving one's neighbour are highlighted clearly in the school's mission statement and aims and demonstrated by children and adults in the community's daily life. Very positive attitudes between adults and children create excellent relationships. High quality worship and RE support the development of mature religious views in the pupils.

Established strengths

- A strong Christian ethos pervades all that the school does.
- Excellent links between school and church.
- High quality teaching and learning in RE.

Focus for development

- To extend the revised assessment and tracking procedures for RE to all parts of the revised scheme of work.
- To implement fully the revised diocesan scheme of work.

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

Children feel very valued at St Peter's. They enjoy coming to school and know they are respected by all staff. School is regarded as a safe place where any adult who works at the school can be talked to if a problem arises. Views of all stakeholders are taken seriously. Parents are confident that if there is a problem it will be sorted out quickly. They see the staff as approachable and well-informed; that they do much for the children, and genuinely care for them. The whole ethos of the school, therefore, allows the children to be happy, confident, friendly and helpful. Through its Christian character the school develops exceptionally well the social, moral, spiritual and cultural aspects of the vast majority of learners. The school ensures the children receive a balanced wider cultural experience through the teaching of the

five main world religions and the celebration of some of their major festivals. It maintains good links with a school in an area of greater ethnic diversity and the children learn how to appreciate differences and similarities when they visit each other's schools. Evidence of the school's Christian character is very evident throughout the building. RE displays are bright and informative and classrooms have prayer walls which are used thoughtfully by the children to address personal issues. The children learn in a sensitive setting about those less fortunate than themselves through the support of charities and through regular visits to the near-by Hospice.

The impact of collective worship on the school community is outstanding

Worship is seen as central to the school's Christian character by all members of the community. Children speak highly of all acts of worship and recognise its importance. As a result they are able to articulate the key Christian values of the school. Children lead the worship at key services during the year in interesting and thought-provoking ways. They also take responsibility for choosing appropriate hymns on a daily/weekly basis. Christian values and themes are clearly expressed and there is an obvious spiritual depth to worship. The Friday Compline service produced a quiet, reverential atmosphere as well as giving pupils the opportunity to participate in a less known office of the Christian church. Pupils' participation with prayer, singing, times of reflection and general responses is excellent. Children learn about feelings and trust which helps them to think about how to behave and 'the force of God'. Worship planning and recording, ably supported by the vicar, is tackled very well. The programme takes account of the church's year and is consistently and recognisably Christian. The very good use of a variety of leaders from the school and the local churches enables the pupils to experience successfully a wide range of different aspects of the Anglican tradition. Visiting speakers are given excellent guidance on worship. Through in-class worship, class led worship and Key Stage celebration assemblies, the school is able to take good account of the different ages and backgrounds of the children. Effective, but informal evaluations are collected by the co-ordinator and the children's suggestions are fed into the planning process. The children understand and value this opportunity to contribute and express an opinion.

The effectiveness of the religious education is outstanding

Learners achieve well in RE with virtually all pupils making good or better progress across both Key Stages. This is well documented in the coordinator's portfolio of work. Some children are achieving higher standards in RE than in the core subjects. A rigorous, revised tracking system allows teachers to measure the attainment of all the children, and to inform future planning. By using "I can" statements and linking learning to the key skills, the children know what the expectations are for the lesson/topic. The newly revised diocesan scheme of work is being introduced on a term-by-term basis. This will need to be set into the tracking and target setting process. Scrutiny of children's work shows that there is a wide range of approaches to the teaching of RE including a good use of visitors and theatre groups. Marking is good, with increasing questioning and guidance given as the children become better readers. Excellent planning and questioning leads to lessons that are always good or better. Teachers take excellent account of the different learning styles and abilities of the children. ICT to support learning is very well used. Video clips of a local expert on Judaism, explained - using artefacts - the meaning of Shabbat. The children were able to retrieve these clips later to further support their learning. The children enjoy RE lessons; one child commenting, 'What I learn in RE helps me with what I think and say and do'. They are also able to talk with understanding about other faiths taught in school. Behaviour and attitudes to learning are excellent. Parents feel that RE is made relevant to children's lives, and say the children often go home and talk about RE lessons. An enthusiastic and hard-working co-ordinator oversees RE. Monitoring of the subject is rigorous through both teaching observations and scrutiny of planning and work. Evaluations lead to changes which bring about improvements to the teaching.

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

All parents, children, staff and governors speak confidently about the school's Christian vision. Its status as a Church School is made obvious around the building and on public documents. The new headteacher has a clear view of how she sees the school developing and words have been put into action through the school development plan. She is an enthusiastic and dynamic head who is taking the staff with her and involving them more in the decision making processes. "Everyone lives out the mission statement." Links with the local church are very strong; "the church comes to school and the school comes to church". The headteacher receives great support from an active and well-informed Governing Body. They ensure the Christian foundation of the school is very well maintained. The RE coordinator reports annually on her subject, and governors challenge and question her about standards and provision. Governors regularly attend worship in the school and are therefore able to see for themselves the high standards of provision and presentation. The views of parents and children are sought formally through regular questionnaires and informally through discussions. Both approaches help to inform the school in its self-evaluation processes.

SIAS report February 2008 St Peter's C of E Primary School, Wigan WN2 3HY