

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Peter's Church of England Primary School			
Address	Eaves Lane, Chorley, Lancashire, PR6 0DX		
Date of inspection	21 November 2019	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119806

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

St. Peter's is a primary school with 330 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher has been in post for just over two years and the deputy headteacher for just under two years.

The school's Christian vision

Let your light shine. Mathew 5:16

We believe our children can SHINE and grow in confidence with God's love, through our challenging and values centered curriculum to LOVE one another as Jesus loved us, to CHALLENGE each other and ourselves and to be INSPIRED by the love of God, to love learning as Disciples of Jesus.

Key findings

- The inspirational leadership of the headteacher, supported by dedicated staff and an effective governing body has led to a highly inclusive Christian community in which all flourish. The school is developing its practice in supporting other schools in their Christian distinctiveness.
- The uncompromising vision developed on Bible teachings has a significant impact in all areas of school life. It shapes the strategic development of the school, allowing a high degree of respect for difference and diversity in a truly inclusive community.
- Strong, highly positive relationships with the church support both school and the wider community. The church makes a recognisable contribution to the Christian distinctiveness of the school.
- The curriculum is underpinned by Christian theology. Religious education (RE) plays a major part in this, creating clear and profitable links across subjects and deepening pupil understanding of the subject.
- Collective worship is inclusive and engaging. Pupils play a significant part in planning, leading and evaluating worship. This contributes extremely well to their personal spirituality. Pupil awareness of different ways Christians worship globally is underdeveloped.

Areas for development

- Share, and develop both internally and externally, the excellent practice that exists. Thus, sustaining and enhancing spiritual wellbeing and supporting other schools in developing their Christian distinctiveness.
- Extend pupil experiences and knowledge of different styles of Christian worship both locally and globally, so that their understanding of different worship practice, alongside Christianity as a global religion is enhanced further.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Ambitious and inspirational leadership ensures that the Christian vision drives the school's daily life and strategic development. It was chosen by the whole school community. The supporting statement has a high profile reinforcing links with the motto of 'Love, Challenge, Inspire'. The whole community articulates the vision and values through the love, dignity and respect evidenced in the school. Pupils explain 'everyone shines in a different way'. This showcases the vision's biblical root, prominent around school. Attainment is above national expectations, vulnerable pupils generally make good progress. The school has achieved the Bishop's Award for Church School Distinctiveness. The excellent practice is recognised by the Diocese, with the school leading a Christian Distinctiveness Leadership course for new and prospective church school headteachers. Service is embedded across the school community.

Governors have a strong presence and a well-established understanding of their role. Monitoring is effective through the vision and values committee. Prior monitoring resulted in the setting up of this committee. Impact of a walkthrough is prayer and RE spaces in class are now purple to enhance their visibility. Wellbeing and inclusion are at the heart of decisions as evidenced by the wide-ranging support for pupils, families and staff. Pastoral support is a strength. Quality induction and professional development support all staff, whatever stage of their career. Staff feel part of the highly inclusive school family, with their mental wellbeing supported by termly and half termly supervision. They interpret the vision as 'providing opportunities for children from different kinds of families'. Faith is an integral part of school life, supporting exceptional care for vulnerable and high need pupils. Staff feel able to use the foundation of their personal faith in school. Parents rightly recognise that the values are lived out as their children speak of them as part of everyday life in school. They appreciate the approachable, supportive staff and the extra care staff show for their children when needed. They endorse the social action projects that children lead. Parental involvement in innovative practice is seen in their use of the vision as a sending into school for their children. 'Let your light shine today'. Parents feel part of the church family due to the exceptionally strong links between church and school.

The curriculum prioritises providing richness and opportunities to explore the values in a wider context. Themes link to Bible quotes, exemplified by a unit on volcanoes linked with a quote from the book of Revelation. The resource Understanding Christianity has a wide impact through the use of big questions across the curriculum. Values are integrated into the personal and social curriculum as well as powerfully supporting spiritual, moral social and cultural development. This convincingly enhances respect for difference and diversity. High quality enrichment activities are accessible by all. Confident, articulate and respectful pupils link the vision and values to their learning and their daily lives. Behaviour is exemplary, with dignity and respect for all at the core. Pupil mental wellbeing is supported by initiatives such as peer to peer massage. They value their school as a 'holy' school and can articulate what this means to them. 'Faith doesn't make anything easy, it just makes it possible'. 'I know that I am loved'. Pupils writing, using selected texts, illustrate their deep level of spirituality. Pupils have varied opportunities to take on leadership roles such as being playground friends, Reception children buddies, and worship leaders. In an example of exemplary practice, buddies write to parents of the new children to share how they are in school. Pupils are involved in selecting social action projects such as being a Fair Aware school. They address global issues such as plastic pollution and refugees. Pupils articulate the difference they feel providing Bibles for Africa makes to the recipients. They support a variety of chosen local charities including Guide dogs and Diabetes UK. Pupils readily donate their time and money, as examples of shining and growing.

Collective worship is inclusive and engaging with an exemplary degree of pupil participation through music and drama. The Trinity candles are lit to 'bring us all together'. Worship is linked to the values and to RE. Pupils articulate messages from worship and explain how these influence them, relating them strongly to the vision and values. Highly effective pupil led worship contributes to the shared innovative practice. Feedback is sought from the wider community who attend worship as well as staff and pupils. Governors attend and monitor regularly. The exceptional link with the church is demonstrated by the relationship with pupils and the pastoral care provided in times of need. The mid-week church Eucharist service is held in school with upper Key Stage 2 pupils present. Older pupils attend confirmation classes with staff choosing to be confirmed alongside pupils. Established outdoor reflection and spiritual places, including a peace garden, are well used by pupils; older ones lead Bible story times in prayer tents. Pupils planted poppy seeds to remind them of remembrance and loss, including

bereavements in school. Pupils value prayer. They have a strong understanding of reasons for prayer, such as it providing hope, being a blessing, sharing worries and asking for forgiveness. Excellent use of class reflection and prayer spaces by pupils, enhances personal spirituality. They are deeply knowledgeable about Anglican practice and the colours and festivals of the church calendar. Pupil understanding of the Trinity and its contribution to personal spirituality is high. They speak of it as; God our father, Jesus sacrificed himself so we could become closer to God, the Holy Spirit helps us to be strong and confident like the disciples.

Alongside worship, RE underpins school life. It has exceptionally strong links with other curriculum areas. For example, texts chosen in English such as, 'The king of the sky' about refugees and about the universal rights of the child, contribute to RE. Such increase pupils' understanding of global issues. A corridor display 'Faith Street' enhances pupil understanding of other faiths locally. Exemplary planning ensures effective challenge in lessons delivered through 'dive deeper' questions. The school-developed planning format has been taken up by the Diocese. Challenging concepts such as, 'was Jesus called by God or was he sent by God' are explored. Older pupils confidently shared their views on prophets, including modern day ones. A quality debate on 'Is Jesus different to a prophet?' reached the conclusion, 'yes, as Jesus is the Saviour'. Appropriate links are made across several religions. Younger pupils discussed 'Why did God choose Mary?', successfully linking to their Christian values. Pupils are very enthusiastic about RE and value it as a safe place to express their thoughts and opinions.



The effectiveness of RE is Excellent

Teaching in RE is better than good. Lessons are creative and challenging, encouraging deep thinking. Consequently, standards are high, and pupils make exemplary progress. Vulnerable pupils engage well and subsequently make excellent progress. RE provides a particularly supportive environment for them to learn and achieve. Assessment is accurate, regular and rigorous, using a school developed framework. Effective monitoring by all leaders together with termly internal moderation ensures the quality of teaching and learning remains high.

Headteacher	Ben Holmes
Inspector's name and number	Pat George 845