



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Peter's Church of England Primary School

Hurst Green  
Mawdesley, Lancashire  
L40 2QT

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Blackburn**

Local authority: Lancashire  
Dates of inspection: 7 April 2016  
Date of last inspection: 19 November 2010  
School's unique reference number: 119477  
Headteacher: Daniel Ballard  
Inspector's name and number: Lesley Brookbanks 771

#### School context

Mawdesley St Peter's Church of England Primary School is smaller than average with 103 children on roll. There has been a change of headteacher and incumbent since the previous inspection. The school has close links with St Peter's Church and Mawdesley Methodist Church. The proportion of children eligible for pupil premium and free school meals is below average. The number of children with SEN is broadly in line with the national average. The vast majority of children are of white British ethnicity.

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

- Worship and Christian values are at the very heart of the school's work and influence the day to day actions of all who work and learn there.
- The headteacher, governors and staff have a shared Christian vision and are totally committed to the self-evaluation and continuous development of the school's outstanding Christian character.
- Religious Education (RE) has a high profile and strong subject leadership resulting in high expectations and excellent progress.
- There are very strong and mutually supportive links between the school, the churches and the local community which make a significant contribution to the school's Christian character.

#### Areas to improve

- Establish an ethos and values group to broaden the school's approach to self-evaluating its church school distinctiveness to include staff, governors, children and parents.
- Further deepen children's spiritual development by enabling all children to have greater awareness of the Trinity.

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

The distinctively Christian character of the school underpins every aspect of its daily life. It enhances the well-being of all members of the school community. Children work hard and are extremely proud of their school. Achievement is good and sometimes outstanding. Children feel safe and happy. They look after one another and are unfailingly polite and courteous. As a result, attendance is high and there are no exclusions. Relationships at all levels are rooted in the example of the Gospel. The school's code of conduct for behaviour has a firm foundation in reconciliation and forgiveness. Children are expected to behave how Jesus would want them to. As a Year 6 child put it, 'If you live by Christian values it shows God you respect him'. Christian values are explicit and inspire the ethos and life of the school. The children know that their school's eleven identified values originate in stories from the Bible. They make confident links between these values and many Bible stories. An older child explained, 'Jonah's story tells us you can never run away from God, He'll always forgive you as long as you're sorry'. The learning environment is used creatively to ensure that the Christian distinctiveness and values of the school are shared and celebrated. It includes Christian signs and symbols and inspiring practical prayer activities in class prayer areas to enhance children's spiritual development. RE has a high profile. Children are enthusiastic about their RE lessons and proud of their work. They have in-depth understanding of the diverse community across the world as well as world Christianity and other faiths. Parents and children appreciate the school's commitment to activities which enhance children's engagement with faith. Examples include the diocesan children's conference, Easter Experience and joining children from other local schools for a 'Hope Journey'. Hope Journey interactive workshops help children learn about RE in original and engaging ways. Children experience real faith in action through Fairtrade fortnight and support for local and worldwide charities including Christian Aid. The school council has a voice and is proactive. It recently initiated and organised a successful guide dog appeal.

### **The impact of collective worship on the school community is outstanding**

Collective worship is at the heart of the school and influences the thoughts and actions of the whole school community. Jesus is recognised as central to worship. Children readily explain that learning and understanding Bible stories and Jesus's message helps them to make right choices in their lives. Worship is planned thoughtfully with identified Bible readings and Christian values linked appropriately to the seasons of the Christian year. Prayer and reflection are deeply embedded in school life and significantly enhance children's spiritual development. Prayer includes issues beyond the school. For example, for a nearby village recently flooded and the people of Vanuatu following a cyclone. It leads to practical action to support those affected by devastating events. A Year 6 child commented that, 'Prayer is important in our school. We talk to God and ask him to help us and other people'. Children are involved in exciting plans to make an outdoor peace garden. They respond eagerly to Monday 'thought for the week'. Thoughts on bricks to add to a peace wall or a friendship challenge are recent examples. Older children prepare the worship space with care and respect. Children gather for worship with a sense of expectation. They are quiet and reflective as well as joyful. They listen attentively, respond to questions thoughtfully and show reverence in prayer and reflection. They take exceptional pleasure in sharing worship songs. The children are very familiar with Anglican traditions such as liturgical colours, greetings and prayers. Older children are more aware of the Trinity than younger children. The school recognises that this is an area to develop. Children are enthusiastic about leading worship. Each week, small groups of children from Year 2 onwards plan, lead and thoughtfully evaluate their own class worship. Older children lead whole school worship. The new incumbent says that 'the school brings vibrancy to the church'. Since the amalgamation of the Methodist school with St Peter's, the Methodist Church retains its interest through the continued involvement of the minister with school worship. The worship life of the school fully embraces occasions for children to experience the richness and variety of Christian worship.

### **The effectiveness of the religious education is outstanding**

A significant proportion of more able children attain above national expectations in RE by the end of Key Stage 2. Teaching is consistently good with some outstanding outcomes and pupil responses. Children enjoy RE and show great enthusiasm for the subject. They are actively encouraged to relate learning in RE to their own lives and to the school's core values. Speaking of courage, a child responded, 'Jesus had courage, he died to make things better for us'. The RE curriculum is creative and varied in its approaches to learning and enables children to engage with deep thinking. Reflecting on peace and its relationship with Jesus's death on the cross in lower Key Stage 2, one response included, 'If you don't have peace with God, you can't spread it round the world'. Assessment is used effectively to track the progress of children in RE. Children attaining above and below expectation are clearly identified and challenged accordingly. A school portfolio of levelled work is updated each term and provides a whole school reference point for teacher assessment. Class RE scrapbooks record children's responses to learning reflecting deeper thinking in activities which are both practical and creative. Moderation of standards takes place both within school and with the local RE cluster. Subject leadership is highly effective in raising aspirations for staff and children. Monitoring and evaluation, work scrutiny and discussions with children are embedded and expectations of teaching and learning are high. Evaluation of the outcomes of work and pupil discussions resulted in more creative activities in the delivery of RE. Older children also requested greater choice in how to present activities. This led to them expressing their ideas in more open ended and creative ways. Marking and feedback has a clear RE focus enabling children to reflect thoughtfully and improve their work. The school places a strong emphasis on children understanding diversity and having respect for the beliefs of others. Children are confident in their knowledge, understanding of and respect for other faiths. Visits to Mosque, Gurdwara and Temple enable children to speak with great interest and enthusiasm about other places of worship.

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

The strong Christian vision and leadership of the headteacher is endorsed, shared and supported by staff, governors and clergy. The school provides children with firm Christian foundations on which to build as they grow. Leadership of RE and worship is strong and effective. There is a strong focus on continuous school improvement where church school issues, RE, worship and well-being are prioritised. Self-evaluation outcomes are used successfully to continually drive the school forward in all aspects of its Christian distinctiveness. There is no complacency. The governors' action plan is focused on further developing systems for self-evaluation through the development of a vision and values group. Governors are highly informed and actively contribute to the school's self-evaluation document. They receive regular and thorough reports about the school's Christian distinctiveness. The development areas from the previous inspection have been thoroughly addressed. The school has a child friendly mission statement and visits to other places of worship are embedded in the RE curriculum. Governors join worship in school and church and visit RE lessons. They participate in class visits to other places of worship. In this way, they witness and evaluate first-hand the extent of children's knowledge, understanding and enthusiasm for learning in RE. Governors ensure that all statutory requirements for RE and collective worship are met. All staff benefit from regular professional development and succession planning is embedded. As a result, a senior member of staff recently moved to headship of another church school. Links with the diocese are beneficial. Parental partnership is strong and parents highly value the school's Christian ethos and example. As one parent said, 'This school provides the grass roots of faith. Christian values are shared not just in worship but through everything'.