



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

### **Burnley St Peter's Church of England Voluntary Aided Primary School**

Church Road Burnley Lancashire BB11 2DL

Previous SIAMS grade: Satisfactory

**Diocese:** **Blackburn**

Local authority: Lancashire

Date of inspection: 6 March 2015

Date of last inspection: 25 January 2011

School's unique reference number: 119484

Headteacher: Catherine Greenwood

Inspector's name and number: Ruth Wall (548)

#### **School context**

Burnley St. Peter's is situated in an area of significant deprivation in the centre of Burnley. The school is smaller than the average sized primary school with 181 pupils on roll. Ability on entry to school is well below national expectations. The majority of pupils are of Asian heritage. 63% of pupils speak English as their second language. The proportion of pupils known to be eligible for the pupil premium is well above average. The proportion of pupils with special educational needs is average. There have been a significant number of staffing changes since the previous inspection. The vicar was appointed in 2014.

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

- The outstanding care, nurture and guidance of all children demonstrate the distinct Christian ethos of the school in action.
- The commitment of leaders and governors to provide an inclusive education, based on Christian values, underpins the excellent relationships between all members of the school community.
- The link with St Peter's Church is very strong in promoting a shared Christian vision for development and learning.
- The school provides broad and creative learning experiences which significantly deepen children's spiritual understanding across the curriculum, especially in religious education (RE) and collective worship.

#### **Areas to improve**

- Involve children in the planning and delivery of worship in order to use their skills and enthusiasm to the full.
- Develop the moderation of levelled work in religious education (RE) in order to improve teachers' understanding of the levels and help them plan work that enables children to make progress.

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

A strong commitment to Christian values and the development of the whole child underpins the work of the school. Children speak with clarity and conviction about the Christian values that are important for their lives. A Year 6 girl said that Jesus had demonstrated perseverance in his life and she recognised the need for perseverance in achieving her goals in school. A teacher said, 'Christian values are promoted in all aspects of school life with pupils consistently demonstrating these through their attitudes, behaviour and learning'. The school has put in place effective strategies to improve attendance rates. Behaviour management is consistently linked to the school's core Christian values. There is a calm and purposeful atmosphere throughout the school. Parents approve of the school's teaching of Christian values, one saying that they 'definitely make a difference to behaviour at home'. The school has a strong commitment to Christian service in supporting a range of charities. Children's spiritual, moral, social and cultural development is excellent as a result of the focused Christian perspective given to planning across the whole curriculum. High quality displays emphasise the school's distinctiveness and support the children's spiritual awareness and development extremely well. Verses from the Bible are carefully selected to link with each of the Christian values depicted in children's art work. The school's rigorous assessment processes indicate that there is a rising trend in academic progress. Children make at least expected levels of progress. They are made aware that Christianity is a global world faith through a range of activities including exploring Christian celebrations around the world at Christmas and Easter. The school demonstrates that it is both distinctive in its Christian character and inclusive in its approach to all children, regardless of differences and special needs. A teacher explained, 'We are all God's children whatever faith, or no faith'.

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

High quality planning includes Christian themes, with a strong emphasis on Christian values and important Christian festivals. This enables children to have an understanding of the nature of worship, the Christian faith and Anglican traditions and practice. The sensitive presentation of the gospel and the careful introductions to prayer and reflection ensure that other faith groups feel included. Children benefit from a varied experience of worship led by a range of people. Everyone in the school community enjoys the vicar's input in worship and the spiritual impact made by him is significant. A Year 5 child said, 'He's fun and listens to our point of view'. Students from around the world visit the school each year as part of the Pais Project. They work through the church to present a youthful and positive view of Christianity. Children are able to explain their developing understanding of God, as Father, Son and Holy Spirit. This is emphasised in their daily prayer, 'Father as we go; Jesus as we go; Spirit as we go; Bless us all as we go'. Teachers speak with enthusiasm about class worship where they explore the week's theme in more depth and at the right level for their children. Year 6 children have a key responsibility for preparing the hall for worship, managing the ICT and participating with readings and prayers. However, they do not plan worship independently. Friday worship is an uplifting and affirming time when children's efforts and achievements are acknowledged and celebrated. Children's outstanding and enthusiastic singing serves to enhance the worship experience. Formal Anglican prayers are said but children also respond to opportunities to prepare and express their own personal prayers at other times in the school day. Parents and governors enjoy special services. Of particular significance for one parent was the Harvest service where, she explained, 'children were involved in giving to others'.

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

Children make very good progress as is evidenced in portfolios, written work and in their oral responses. The subject leader monitors RE thoroughly using observations, book scrutiny and cross-checking of standards. This monitoring ensures that all children are experiencing creative and challenging RE and that there is an excellent balance between

learning about and learning from religion. A system for assessing children's achievements is now embedded and used effectively to track progress and determine next steps in learning. Marking gives children a clear indication of how their work can be improved and they respond appropriately in the 'fix-it time' given to do this. The need for teachers to moderate children's work together, to give them a clearer understanding of all the attainment levels, has been identified in school development planning. Children understand and make links between the beliefs and practices of faiths, other than Christianity, through units of work and visits to different places of worship. This gives them a deeper understanding of their own and other cultures and prepares them for life in our diverse global society. A variety of effective teaching and learning strategies are used, including role play, art and craft and multi-media resources. Challenging questions encourage children to think deeply. Children prepare questions to ask the vicar including, 'Why do you think God chose you?' Children speak positively about their enjoyment of RE. Early Years children benefit from using the Jack-in-the-box resources to help them learn about the significance of Bible stories. Their enthusiasm was clear as they retold the Bible story of Noah with actions. Through focused discussion Year 5 children demonstrated their developing analytical skills on the subject of Easter as a celebration of victory. Governors are actively involved in effective monitoring and evaluating of standards and practice in RE.

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

The headteacher and governors provide outstanding management and leadership of the school as a church school. They are highly effective in articulating and promoting the Christian ethos throughout the school and beyond to the community. Christian values are embedded in all policies and practice. Leaders and governors monitor and evaluate the work of the school ensuring that church school issues are identified and addressed through school improvement planning. Issues raised at the previous inspection have been fully addressed. The school community worked together to produce the mission statement, 'Every child of God matters', and this is central to the belief and practice of the school. RE and collective worship are both extremely well led with planning and evaluation key to future development. The school council conducted a questionnaire to gain children's views about RE and worship. This led to effective development, including an increased number of visitors to lead worship and the purchase of additional technology to enable children to do more research. Diocesan training has played an important and strategic role in training leaders and governors and in the development of RE. The professional development of the staff is a high priority. Leaders and governors recognise the importance of the school's Christian character in creating an ethos which supports effective learning. The school works hard to involve parents and keep them informed. Older children take their responsibilities seriously, including acting as 'buddies' for Reception children. One school councillor is proud to represent the school on the Burnley Pupil Parliament. Through this initiative she involves St Peter's in working with other schools to bring about improvements to schools and the wider community. All members of the community know that they are valued and the outstanding ethos of trust and respect is clearly evident. The vicar of St Peter's Church is very successful in maintaining a strong link with the school. He gives practical and prayerful support which is valued and appreciated by the whole school family.

SIAMS report, March 2015, Burnley St Peter's Church of England Primary School, BBI | 2DL