



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

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

Preston Road

Inskip

Preston

Lancashire

PR4 0TT

Diocese: **Blackburn**

Previous SIAMS grade: **Outstanding**

Present SIAMS grade: **Outstanding**

Local authority: Lancashire

Date of inspection: 17 March 2016

Date of last inspection: June 2011

School's unique reference number: 119531

Headteacher: Kate Leyland

Inspector's name and number: Mike Graham 286

#### School context

The school is well below average in size and is situated in the rural village of Inskip. Approximately a quarter of the children travel to school from surrounding villages or from the north of Preston. The vast majority are White British. The number of children with special educational needs is below average, as is the proportion known to be eligible for extra government funding for the disadvantaged. The headteacher has been in post since September 2015, after a year as acting head.

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

- The headteacher gives inspiring Christian leadership and is supported wholeheartedly by all staff. As a consequence, achievement and spiritual development is outstanding.
- Christian values, clearly based on the life and teachings of Jesus, are lived out in the excellent relationships in the school family, which results in exemplary behaviour.
- Worship is central to the spiritual life of the school. It is sincere, varied and relevant and provides spiritual refreshment for the whole community.
- Religious education (RE) is given a high priority. Teaching and learning are excellent, resulting in outstanding depths of understanding among the children.

#### Areas to improve

- Extend the children's understanding of the church's teaching on the Holy Spirit and develop appropriate encouragement of spontaneous prayer. This enables individuals to deepen this area of their lives.
- Broaden and deepen the children's experience of worship in the world-wide Christian church in all its rich diversity. This enriches their own worship in school and church.

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

The school's loving and caring Christian ethos creates a secure and joyful context within which all the children are enabled to give their best. The excellent and succinct mission statement, 'Learning, loving and living with Jesus' sums up the school's approach perfectly. The Christian values of thankfulness, friendship, forgiveness, compassion, truthfulness and respect are explained and lived out here. The vicar comments that behaviour is excellent because issues are dealt with 'in a Christian manner and with respect'. As a result of the security and trust that has been developed, there is no fear of failure, and the enthusiasm with which the children tackle their work and life in school leads to outstanding academic achievement and personal development. Statistics show that the children make excellent progress throughout their time in school. Focussed use of extra funding for disadvantaged children ensures that their achievements are equally impressive. The attendance rates are above national targets, largely because of the children's enjoyment of and desire to come to school. The Christian character of the school supports the spiritual, moral, social and cultural development of all the children extremely well. 'Faith friends' from a wide range of faith groups visit the school to share their experiences and beliefs, encouraging discussion and debate. The children are in no doubt about the value of this. One child's question to a visiting Buddhist was 'Do you celebrate Christmas?' The answer was, 'I don't celebrate it, but I do love Christmas day because I go and spend it with my family whilst they celebrate and it feels lovely'. Children thus have an expanding understanding of world religions and faiths and of how other religions are woven into British society. Excellent teaching in RE underscores Christian values and blends biblically sound Christian teaching with excellent work on other faiths. The RE programme also plays a vital role in developing the spiritual, social, cultural and moral lives of the children. Children and adults are polite and respectful, yet full of life and joy in learning and growing together. Relationships amongst all members of the school community demonstrate Christian values superbly. Parents readily attribute this to the close links with St Peter's Church and the Christian values at the heart of the school's life. A foundation governor spoke of 'Jesus at the centre'.

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

Worship takes pride of place in the life of the school. It is inspiring, sincere and relevant, with variety in content, style and leadership. Everyone in the school community is involved and all readily acknowledge the impact it makes on their lives. Worship is full of life, fun, sensitivity, Bible readings, drama, reflection and prayer. It is relevant, full of joyful, varied music and is distinctively Christian. Jesus and His teachings are the basis for the values chosen as themes for worship and for the whole of school life. Personal spiritual development is enhanced through a strong focus on prayer. Reflective, prayerful times are not limited to morning worship, but are sprinkled through the day as appropriate. One Year 6 girl said, 'Prayer is like a letter. When you say 'Amen', you post it!' Children use prayer during lessons when encouraged to do so, yet examples of spontaneous prayer are rare. The children have excellent understanding of God as Father and Creator, and Jesus as the Son and Saviour. Most are not as clear about the person and role of the Holy Spirit. One Year 6 girl showed great insight however when she described the Holy Spirit as 'A sort of 'invisible Jesus' with all the main things about Him'. Worship brings the whole community of Inskip together at key points in the church calendar. Impressively, the vicar and the Baptist minister lead worship in school fortnightly and the vicar also leads worship in church every Tuesday afternoon at the end of the school day. They bring accessible Bible teaching and many elements of the Anglican and some Baptist traditions to the children, staff and parents. They are without doubt making vital contributions in building up the faith life of the school. The impact in terms of the building of mutually beneficial relationships between the village, school and church communities is significant. The children's grasp of the wide variety in worship across the worldwide church is however still somewhat narrow. Children, staff and the clergy plan, lead and evaluate worship, giving vitality and a constant desire for further improvement.

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

Outstanding and inventive RE teaching results in excellent progress by all children. Lessons are conducted in an ethos of Christian love and respect in which relaxed and warm relationships allow the children to flourish. Exciting activities with seamless teamwork amongst staff, together with sensitive open questioning, take children into exploration of the crucial impact faith brings to the lives of believers. This includes studies of the impact made on believers of all the major world faiths, with visits and visitors playing a key role. Christian teaching and learning is particularly impressive. Good examples include a Key Stage I child's comment about Easter, 'It's about Jesus coming alive again', with a classmate adding, 'It's called resurrection!' Also an older child writing down her response to powerful readings of the Good Friday narrative saying, 'I felt guilty because He died for us'. A Year 5 boy's comment on Jesus' parable about 'the poor woman and the rich Pharisee' demonstrates great insight. 'Jesus was showing us that through her generosity, she is richer than the rich man!' The biblical basis for the Christian values taught is clearly established through RE. The RE co-ordinator and her team are extremely able and knowledgeable, providing thorough in-service training, assessment and monitoring and evaluation. All staff seek constant innovation and improvement. The children are taught to evaluate their own and other children's work in terms of their learning from, rather than just about religion. Staff and children see this as a 'living' subject, which makes a difference to the way they live at school and at home. The Christian values are seen as being part of them. For example, one child spoke of 'wearing' friendship and forgiveness, showing how the subject supports children's spiritual and social development.

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

The headteacher, leadership team, staff and governors are united in striving to live out the Christian vision for the school. This informs and underpins all the school leadership's work on the school development plan and the social, moral, spiritual and cultural curriculum. In fact the headteacher's Christian faith shines out in every aspect of her leadership. The Baptist minister said with pride that 'the school is not afraid to talk about the Lord Jesus'. The academic and personal achievements of the children have improved strongly over the last two years. These successes have been achieved through exemplary teamwork, with the whole staff group united with the headteacher and governors to bring Christian values, such as love and respect, into every aspect of school life. These values have been promoted vigorously and with sensitivity, and therefore the children feel secure and empowered. The headteacher and staff have made significant contributions in supporting not just the children but also the wider families. When appropriate there is always support in prayer and action for those in need. The vision is secured by careful evaluation and very thorough strategic planning. The attention to detail is remarkable, and demonstrates the determined striving for constant improvement. Areas for development from the previous report have been fully addressed, by reviewing RE and worship and ensuring consistency in teachers' marking across the school. Leaders prepare for future leadership in this and other church schools through excellent in-service training, teamwork, delegation and coaching. The leadership of RE and worship is given a high priority, and these areas of school life fully comply with statutory requirements. Partnerships with the local church, diocese and the wider community, including parents, are strong and mutually beneficial. The wellbeing of every child and every family is paramount. Parents are immensely proud of 'their' school, giving excellent support, including fund-raising. They feel part of the school family, and comments include, 'The headteacher is always fair. She listens to both sides', 'Children are really involved in the worship' and simply, 'It's wonderful!'

SIAMS report March 2016, Inskip St Peter's CofE Primary, Preston, PR4 0TT

