

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Peter's Church of England Primary School

Address Turncroft Road, Darwen BB3 2BW

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

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

As a Christian family at St. Peter's, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, dreams and aspirations.

Sowing the seeds of tomorrow. Matthew 13

Key findings

- The Christian vision at St. Peter's permeates every aspect of the school's daily life. It is understood and articulated by all members of the school community. It ensures that everyone flourishes in a welcoming, inclusive and loving environment.
- The headteacher and senior leaders have an unwavering Christian commitment to the development of the school. They are supported by a strong staff team and committed governors. However, there have been several changes to the membership of the governing body recently.
- All members of the school community are treated with dignity and respect. Provision for mental health and wellbeing is extremely strong. The school's nurturing ethos ensures that every individual feels safe and valued.
- Worship is engaging and invitational and rooted in the school's Christian vision and values. It supports pupils' and adults' spiritual development extremely well. Although major festivals and seasons are included, the pupils do not have opportunities to explore the wider diversity of the Christian calendar.
- Strong leadership of RE ensures that the subject is taught with commitment. Pupils experience lively and thought-provoking lessons in which their ideas and opinions are valued.

Areas for development

- Further develop the governor role for Church school distinctiveness in order to strengthen strategic monitoring.
- Further develop planning for worship to include a wider view of the Christian calendar and traditions. This is to enrich pupils' understanding and knowledge of the life of faith.
- Explore new ways to strengthen links with the parish church, especially during the current clergy vacancy.

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

St. Peter's has a deeply embedded Christian vision which is threaded through all aspects of daily life. As a result, pupils and adults in the school community have opportunities to flourish. Pupils spontaneously refer to this and the core Christian values when they talk about their learning and school experiences. The school is committed to meeting the diverse needs of individual pupils and their families in an area that experiences social disadvantage. Senior leaders are secure in their knowledge of current thinking in Church school education. All members of staff take advantage of opportunities to develop their professional and leadership skills. As a result, the school constantly strives to provide a rich and engaging learning environment informed by best practice.

The school has strong links with the Diocese, local schools and outside agencies. These ensure that Church school distinctiveness, school improvement strategies and provision for the specific needs of all pupils are at the heart of the school's work. The governors effectively monitor and evaluate the school's distinctiveness. Relatively new members of the governing body are beginning to develop their strategic roles. They offer a range of skills to inform monitoring and evaluation. As a result, there is a strong determination to support the overall development of the school and the evaluation of Church school distinctiveness. Following the recent resignation of the parish priest, the headteacher is keen to explore activities to maintain the church and school link during the clergy vacancy.

The school's Christian vision underpins a flexible and imaginative approach to curriculum provision. Staff constantly consider the context of the school, ensuring the curriculum is broad and balanced. It begins with the familiar and then explores wider contexts. Adaptations are made so that all pupils have access to the same curriculum content. This results in exciting learning experiences and opportunities for enrichment, all of which build aspiration and hope for the future. Inclusion is at the heart of the school's Christian vision. The wide range of intervention strategies, mentoring, emotional support, nurture provision and Forest School enables all pupils to build confidence. Extra-curricular activities are wide ranging and include sport and music. These raise pupils' aspirations and support the development of skills and interests. As a result, pupils gain new experiences, explore spiritual dimensions and develop character. The successful culture of extra-curricular activities encourages pupils to live life to the full.

Pastoral support for the most vulnerable pupils and their families is exceptionally strong and demonstrates Christian love and understanding in action. Families know that the school will always find time to listen and support. All members of the community are treated with dignity and respect. As a result, relationships are strong and firmly based on trust. The mental health and wellbeing of the school community are addressed effectively through extensive support and provision. Throughout the pandemic, the school maintained frequent and strong links with its families. It demonstrates a true sense of Christian service through courageous social action. Pupils are aware of how they too can engage in supporting a range of charities, eco projects and global issues. As a result of the school's commitment to raising awareness of injustice and disadvantage, pupils respond with generosity and compassion. They can explain why this is important as part of leading a Christian life.

The school's emphasis on Christian care and love drives its approach to positive behaviour strategies and making good choices. As a result, pupils respond well and understand the need for forgiveness and reconciliation. They look to the core Christian values for guidance. Bullying is rare and pupils say that any problems are dealt with quickly to resolve differences. Furthermore, pupils feel safe and supported as a result. The curriculum for personal, social and health education has a positive effect on pupils' development and understanding as it is truly linked to the school context. Giving pupils opportunities to take on responsibilities through various groups and committees encourages discussion and decision-making. Consequently, pupils live well together and relationships across the community are strong. Pupils' understanding of the unique value of every individual is successfully developed through RE, worship and the wider curriculum.

Worship is central to the daily life of the school. Planning includes biblical teaching, the exploration of Christian values and celebration of major Christian festivals. However, there are few opportunities to explore the wider Christian calendar. A theme exploring the lives of inspirational people of faith supports the school's drive to encourage aspiration and resilience. The Christian vision and values inform worship themes in order to emphasise their importance in daily life. A range of whole school, key stage and class worship ensures that worship remains vibrant and varied. Pupils enjoy

opportunities to lead worship in the classroom and this strengthens their understanding and spirituality. Worship is clearly invitational and inclusive in that it offers everyone the opportunity to engage on a personal level and grow spiritually. Prayer plays an important part in the daily life of the school. It is enhanced by interactive classroom reflection areas and outdoor spaces. As a result, the pupils have a clear understanding of what it means to have a conversation with God.

RE provision reflects the *Church of England Statement of Entitlement* and enables pupils to reflect on their own religious and spiritual convictions. Pupils engage with religious texts and approach theological ideas with age-appropriate confidence. *Understanding Christianity* and themes linked to other world faiths are included for all age groups. This ensures that pupils have sound biblical knowledge and an increasing understanding of world faiths. Staff ensure that challenging questions and opportunities for open discussion contribute to the development of mind and spirit. Pupils speak enthusiastically about their learning and enjoy a range of creative tasks through which they explore knowledge and ideas. The school included RE and worship in the on-line learning provision during the pandemic. This ensured that spiritual development remained a constant feature for all pupils.

St Peter's highly effective work, inspired and directed by its vision, is clearly transformative on the lives of pupils and adults. In every thought and action, the school clearly demonstrates Christian love and care for everyone.



The effectiveness of RE is Good

Teaching and learning in RE are good. The curriculum is balanced and progressive. Good use is made of assessment to identify individual progress for each unit of work. This informs the planning of tailored learning activities for each pupil. Consequently, pupils have a clear understanding of what they need to do to improve and make good progress.

Contextual information about the school

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| Date of inspection | 1 December 2021 | URN | 119458 |
| Date of previous inspection | 15 January 2015 | | |
| School status | Voluntary aided primary | NOR | 278 |
| Name of MAT/Federation | n/a | | |
| Diocese | Blackburn | | |
| Headteacher | Victoria Weddle | | |
| Pupil profile | The proportion of pupils who are considered to be disadvantaged is above national averages. | | |
| | The proportion of pupils who have special educational needs is below national averages. However, the number of lower attaining pupils is relatively high. | | |
| Additional significant information (if needed) | There is currently a vacancy for the role of parish priest at St. Peter's church. | | |
| Inspector's name | Dr Jean Forward | No. | 625 |