

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School			
<b>Address</b>	Muriel Street, Rochdale, Lancashire, OL16 5JQ		
<b>Date of inspection</b>	12 December 2019	<b>Status of school</b>	Voluntary Controlled Primary School
<b>Diocese</b>	<b>Manchester</b>	<b>URN</b>	105803

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

### School context

St Peter's Primary School has 459 pupils on roll, including a 52-place nursery. The majority of pupils are from minority ethnic groups with Islam (80%) being the main faith. A large proportion of pupils speak English as an additional language with twenty different languages spoken in school. The proportion of pupils who are considered to be disadvantaged is above the national average, as is the proportion of pupils who have special educational needs and/or disabilities. Attendance is slightly above the national average. The school holds the Gold Religious Education Quality Mark and Global Neighbours Bronze Award.

### The school's Christian vision

*At St Peter's we all strive to be 'The Good Soil' that Jesus spoke about in the parable of 'The Sower' Mark 4:1-20. Through the Christian values that Jesus taught us 'We learn, love and grow together' as a community, bearing witness to and sharing the word of God.*

**'Be the Good Soil' Mark 4: 1-20 'In Jesus, we learn, love and grow together'**

### Key findings

- As a result of its deeply embedded Christian vision, the school is relentless in seeking opportunities that inspire and enrich pupils' learning. This leads to pupils being highly motivated and exceptionally well behaved.
- The headteacher and deputy headteacher provide inspirational leadership. They are exceptionally well supported by all staff and the governing body. As a result, everyone flourishes and makes a significant contribution to the strong Christian learning community. Close links with the St Peter's church family further strengthen this.
- All members of the school community are treated with Christian dignity and respect. The nurturing ethos ensures that every individual feels safe and valued. There are excellent relationships across the school and pupils' attitudes are highly positive. The wellbeing of all pupils and staff is of the highest importance.
- Collective worship is inspirational and at the heart of school life. It contributes deeply to the spiritual development of both pupils and adults, uniting all in a caring Christian family.
- Religious education (RE) contributes significantly in promoting distinctive Christian values, deepening the spiritual growth of both pupils' and staff.

### Areas for development

- To further enhance and extend the existing system of pupil evaluation of collective worship so that all pupils have the opportunity to be involved in the process.
- To develop the existing outdoor quiet spaces so that all members of the school family have additional opportunities to support their reflection and personal growth.

## **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**

The school's deeply considered Christian vision lies at the heart of this exemplary school. The vision, which the school sees as its core purpose, is closely lived out in daily school life with a strong focus on gospel values. There is a high level of respect for others and their opinions and beliefs. This results in a community where both adults and pupils flourish, fulfilling their God given potential, academically, socially, emotionally and spiritually. The vision, along with the school's Bible verse (Mark 4: 1-20), is the driving force behind all the school does. Consequently, pupils and adults alike articulate confidently the impact the school has on influencing their lives. The vicar confirmed this when he said of the school that, 'Everyone has a very deep understanding of the Christian ethos.'

The dedicated and highly effective staff team, under the inspirational Christian leadership of the headteacher and deputy headteacher ensure that all pupils flourish. The school provides opportunities for staff to access appropriate professional development and support as the school lives out its Christian vision. This ensures that senior leaders and staff understand current practice in Church school education. Staff wellbeing is given a high priority. All staff feel valued and morale is very high because they know that they are supported both personally and professionally at all levels. Relationships within school are firmly rooted in Christian values. This ensures that everyone is given the support, encouragement and opportunity to shine.

Parents speak highly of the school's commitment to supporting families and meeting the learning and emotional needs of their children. The work of the pastoral officer is much valued. Pupils' behaviour is excellent and relationships between all members of the school community are extremely supportive based on forgiveness and reconciliation. Pupils know they can express their worries and anxieties and be listened to. The positive approach to equality and valuing difference means that everyone in the school family is treated with dignity and respect. As one member of staff said, there is 'a massive sense of belonging' in the school.

Governors have established rigorous and effective systems for monitoring and evaluating all aspects of the school. Church school issues are given high priority and are included in the school development plan. This ensures that strategic development is highly effective. They show the highest levels of commitment to the school and are fully involved in all aspects of school life. Detailed information is provided by the headteacher and RE leader. Consequently, governors talk about the school with a high degree of knowledge and passion.

All members of the school community demonstrate Christian compassion and concern for justice in local, national and global settings. Pupils are encouraged to be agents of change to make a difference in the world. The school has a link with a school in Malawi and supports its pupils by sending resources. They are also involved in supporting a number of local, national and global charities, which leads to a deeper understanding of poverty, disadvantage and deprivation. Parents speak extremely highly of the school. They very much appreciate the school's inclusivity and the way Christian values take high priority in a school with such wide cultural and faith diversity. The lived out Christian values reinforce those of other faiths and have a significant impact on both character development and academic progress. Therefore pupils are well prepared for life in British society. The school is thought of in the highest terms within the community it serves. Its exemplary practice is recognised at Diocesan level and shared with other schools, inspiring them with its Christian practice and ethos.

Inspirational worship is at the heart of all the school does. It is well planned with themes developed around the school's Christian values, the Bible, festivals and the teachings of Jesus. Pupils have an age-appropriate appreciation of the Christian belief in God as Father, Son and Holy Spirit. All members of the school community are excited by worship and participate enthusiastically whilst maintaining a due sense of reverence. Enthusiastic singing, thoughtful slide shows, prayer and opportunities for reflection reinforce this. As one pupil said, 'It gives us the chance to reflect and communicate with God and thank him for everything he has done for us.' In addition to exploring the Christian faith, pupils develop sound understanding of the beliefs and practices of world religions, so that they respect and value all faiths. Effective systems are in place for the monitoring and evaluation of worship by staff and pupil worship leaders. However, the school recognises that there is an opportunity to extend this further to seek the views of all pupils.

Reflection and prayer have an extremely high profile. Year 6 pupils and staff attend a retreat at Whalley Abbey allowing pupils to look back and reflect on their time at St Peter's and think about their future. Pupils value their prayer and reflection spaces and are challenged by the big questions displayed. The school environment, including an allotment, provides times of spiritual refreshment. Every opportunity is used to celebrate the school's vision and Christian distinctiveness. Pupils take on many roles which develop responsibility. Well established and

enthusiastic groups of pupils, including the school council, earth stewards, the caring for others group known as Pebbles and rights respecting school ambassadors have a strong voice and are very much involved in influencing and improving school life. Pupil worship leaders plan termly whole school worship and small groups of pupils also plan and deliver class based worship on a rota basis. Parents are invited regularly to class led worship and also to share in Church school services. Therefore the whole school family feels fully included.

The Christian vision and values shape the way decisions are made regarding the curriculum and extended learning. Use of *Questful RE* and *Understanding Christianity* supports this well and reflects the *Church of England Statement of Entitlement*. Staff ensure that enquiry and reflection time is at the forefront of lessons, providing opportunities for deep and meaningful discussion so that spiritual development is fundamental to their teaching. As a result, pupils express their ideas and opinions with confidence and age-related maturity. Pupils love RE lessons as it gives them a safe place to think about their beliefs and those of others. Pupils, including the most able and those with special educational needs, make good or better progress in RE and achieve outcomes in line with other core subjects. The dedication and support of the RE leader, along with rigorous monitoring ensures that RE lessons are of the highest quality. Assessment is used well to identify next steps in learning.

Headteacher	Aelred Whelan
Inspector's name and number	Stephen Burrow 622