

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

<b>Burnley St Peter's Church of England Primary School</b>			
Address	Church Street, Burnley, Lancashire BB11 2DL		
Date of inspection	21 November 2019	Status of school	Voluntary Aided Primary
Diocese	Blackburn	URN	119484

<b>Overall Judgement</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>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

St Peter's is a primary school with 208 pupils on roll. The majority of pupils are of Pakistani and Bangladeshi heritage. Most pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Rates of pupil mobility are high. A number of pupils are from refugee and asylum-seeking families.

### The school's Christian vision

Every child of God matters. Every person in our school community has been made in the image of God (Genesis 1:27) and is loved unconditionally by God. Everyone is equal in the sight of God. Therefore we seek to love one another and serve others as Jesus did. All in their unique difference are able to flourish.

### Key findings

- Leaders have created a highly inclusive, aspirational Christian vision. Founded on the school's well-established Christian values, the vision inspires every aspect of school development. Extra-ordinary levels of support, especially for the vulnerable and disadvantaged, has a transformational impact on pupils' lives.
- Remarkably strong, nurturing relationships, based on Christian love and service, support all members of the school family. These sustain pupils and adults at times of personal need, supporting their safety, mental health and emotional wellbeing extremely well.
- The enriched, creative curriculum, designed to meet the needs of the school community and celebrate diversity, supports pupils' spiritual and personal development exceptionally well.
- Engaging, inclusive collective worship, enriched by the very strong support of the church, inspires pupils to apply Jesus' teaching about compassion and service in their own lives.
- Consistently high quality teaching in RE excites and challenges pupils to think deeply about faith and belief. They develop key skills and knowledge and make excellent links between and across the religions studied.

### Areas for development

- Extend pupils' experience of global ethical and moral issues so that they can challenge injustice and more confidently reflect their concern for God's world and people, to become advocates for change.
- Support other church schools in their development by sharing St Peter's excellent practice and expertise.

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 is an exceptional, richly diverse place of love and learning at the heart of the community. Leaders have created a highly inclusive, exciting learning environment in which everyone knows they are loved and valued. The school's aspirational, fully inclusive vision is the driving force. Evolving from well-established Christian values, the vision is the result of a full review engaging all members of the school family. It is consistently referred to by pupils and adults. All confirm that, together with the inspirational leadership of the headteacher, it makes a transformational difference to pupil outcomes. Leaders are totally committed to ensuring that every member of the school family is welcomed and supported. A governor explained, 'Every child of God deserves the best opportunity to thrive.' As a result, levels of support for all pupils and their families are exceptional. This is demonstrated by the entire staff team. All work tirelessly to support vulnerable pupils and their families. The extent to which the school promotes community cohesion cannot be overstated. It is a catalyst for integration and mutual respect across the community. Parents are overwhelmingly supportive of the school because they recognise how it supports them and their children. One parent explained, 'It is like a second home to us.'

Pupils thoroughly enjoy everything the school offers. One described school as 'a diverse, fun place, full of kind, caring people who show their Christian values'. They benefit from an innovative, creative curriculum through which they explore the world, celebrate difference and come to understand and respect God's creation. It is enriched by a wealth of educational visits and experiences made fully accessible to all. Christian values are seamlessly woven across the rich curriculum. The depth and quality of pupils' responses can be seen in the vibrant displays of art and prose displayed throughout the school. Evidence shows that pupils are eager, confident and increasingly reflective learners. They are aware of global concerns such as poverty and conservation. However, at present they do not readily recognise themselves as being possible agents for change. Their spiritual and personal development is excellent. They regularly reflect God's love through serving the community and raising fund for charities. They explain that they do this to follow Jesus' example and that everyone can do something to help others.

Pupils work hard within a calm, purposeful atmosphere which fosters collaboration and a strong sense of personal achievement. They strive to achieve teachers' high expectations, recognising their challenge and support. All pupils make good, sometimes rapid progress from their below average starting points. Standards of attainment are generally in line with those achieved nationally. Standards achieved by disadvantaged pupils and those with special needs and/or disabilities are well-above national levels. This is due to the extremely high levels of support provided for all pupils. They become resilient, articulate learners, well prepared to take on future challenges.

Leaders have created a harmonious staff team. Morale is extremely high because all recognise that they are valued and very well-supported professionally and personally. The bold financial decisions made by leaders to support pupils' needs are also reflected in the high level of professional development and training received by staff. Highly effective use is made of partnerships with the diocese and local clusters of schools. Diocesan training continues to make a substantial impact on achieving the vision through RE and collective worship. Network links with a contrasting school enable the sharing of good practice and broaden pupils' experience. Although the headteacher already supports local church schools, the school is extremely well placed to share expertise and its excellent practice more widely.

Governors know the school extremely well. Regular visits and meetings with staff and pupils inform the rigorous monitoring process which ensures that achieving the vision remains a priority within school development planning. Their excellent practice ensures that the needs of all pupils are being met through the innovative and highly effective use of human and financial resources. For example, the school appointed a speech and language therapist as well as pastoral leaders to support vulnerable pupils and reduce barriers to learning. The consistent focus on emotional health and wellbeing effectively supports staff and pupils. Governors have secured excellent leadership for RE and collective worship. Both make very substantial contributions to the school's distinctiveness. Issues from the last denominational inspection has been addressed and changes continue to be monitored.

The powerful support of the church enriches the school's worship life and contributes significantly to pupils' spiritual growth. Collective worship is an integral and much valued part of school life. Themes are rooted in Christian teaching but sensitive to the individual faith and belief of all, so all feel included and involved. Pupils participate actively so their attitudes are extremely positive. They talk confidently about the life and teaching of Jesus, explaining that they try to use the Christian values of compassion and love to serve others as Jesus did. The vicar is a frequent visitor, leading worship and providing pastoral support and spiritual guidance. Pupils

worship in church regularly, experiencing traditional Anglican practices. Older pupils join worshippers in church to experience the Eucharist each term. Greetings and responses and sharing the peace are key elements of daily worship. Festival services held in church are well-attended by parents. Prayer and reflection are key elements of daily worship. Pupils write prayers for use in worship. They know the Lord's Prayer and special school prayers. Pupils are regularly engaged in helping to plan and lead worship and their feedback informs effective evaluation. As a result, worship continues to evolve. The impact can be seen in pupils' exemplary behaviour, their knowledge of the life and teaching of Jesus and use of Christian values in their own lives.

RE makes a very significant contribution to the school's distinctiveness and pupils' spiritual growth. Staff and pupils are inspired by RE. It provides a safe space in which pupils explore ideas about belief. They debate opinions, learning to disagree well. Careful questioning deepens pupils' thinking as they explore and reflect on the expression of belief. The depth of their responses and the extent of challenge is reflected in the high quality of pupils' individual and group work. Their knowledge of Christian belief and concepts is thorough. Regular church visits and the support of the vicar in, for example, explaining the Eucharist, enhance learning. Pupils' understanding of difference and diversity is very well-developed. They regularly meet people from faiths other than their own and visit places of worship. As a result their ability to make links and identify similarities as well as differences is excellent. Effective assessment and monitoring procedures ensure that pupils learn and apply key skills.



**The effectiveness of RE is Excellent**

Consistently high quality teaching challenges and supports pupils' exploration of religious belief and practices. Excellent leadership ensures that staff are knowledgeable and skilled. Evidence of pupils' achievement in RE supports teachers' understanding of progression and attainment. Effective end of unit assessments ensure that all pupils make good, sometimes rapid progress. As a result, standards of attainment for all pupils are high, comparing favourably with other core subjects.

Headteacher

Catherine Greenwood

Inspector's name and number

Anne B. Woodcock 445