

**Leigh St Peter's C.E. Primary School**

Infant Department: Firs Lane, Leigh WN7 4SB

Junior Department: Leigh Street, Leigh WN7 4TP

**Diocese: Manchester**

Local authority: Wigan

Dates of inspection: 14<sup>th</sup> June 2012

Date of previous school inspection: Not applicable

School's unique reference number: 135841

Headteacher: Mrs Pat Jolley

Inspector's name and number: Mrs Gail Branch 632

**School context**

Leigh St Peter's CE Primary School opened in 2010 following the closure of two schools, St Peter's Infants and St Peter's Junior Schools. The school operates from two sites and serves an area with significant levels of social disadvantage and economic deprivation. This is a larger than average-sized primary school where the majority of pupils are White British and almost half of the pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs is above the national average.

**The distinctiveness and effectiveness of Leigh St Peter's Church of England Primary School as a Church of England school are outstanding**

Leigh St Peter's school promotes a child-centred philosophy firmly based on their Christian values, which make a significant impact on pupils' spiritual, moral, social and cultural development. At its core is its Christian ethos, which gives all pupils the foundations on which they base their lives and deal with others.

**Established strengths**

- The excellent, supportive and caring relationships throughout the whole school community ensure an outstanding Christian ethos where everyone feels valued and special, providing excellent care, guidance and support for the pupils.
- The high quality of worship which plays an important role in the life of the school and contributes fully to the ethos of the school and spirituality of the children.
- The headteacher has a clear, shared vision and commitment which ensures that distinctive Christian values are central to and underpin every aspect of the school's life.
- The Governors are committed and active in the life of the school and promote strong church links.

**Focus for development**

- Further develop the role of the Religious Education coordinator, particularly in relation to monitoring the standards of attainment and progress in Religious Education.
- Extend the governors role in monitoring and evaluating the distinctiveness of the school as a church school.

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

The Christian ethos within the school is very strong and permeates every aspect of the school's life. This is evident from discussion with stakeholders, through the written documentation and through the vibrant displays, signs and symbols throughout the school; which demonstrate that this is a school which takes its Christian values seriously. The creative displays in classrooms and corridors, in particular the worship boards; demonstrate clearly the character of the school as a church school and further children's spiritual development. There are strong links with the church and the parish which enrich pupils' religious, moral and social education. These links contribute a valuable dimension to the school's Christian ethos and this, in turn, impacts extremely positively on the way in which the learners are supported and behave. The children are able to identify the special nature and characteristics of their school as a church school. They are very aware of their extended community and how their values are part of daily life, not just school. The school provides an exceptional quality of care for the pupils' well-being. The pupils' outstanding behaviour makes a very important contribution to the caring and supportive ethos of the school and the learners support each other and show high levels of care and concern for others. Children assert confidently that adults sort out any problems speedily. The pupils feel valued and recognise the part they have to play in terms of taking on positions of responsibility and leadership in the school in a wide range of activities. They participate in charity work and fund raising. The school councils and eco committee provides the pupils with an excellent grounding in decision making and this process is a valuable part of the school's ethos. Pupils are listened to and the pupil voice is heard within the school. They share trusting relationships with each other and with the adults who work in the school. The school is very well supported by its parents who speak approvingly of its

ethos and the support they and their children receive from the school. It is very clear from talking to pupils, staff, governors and parents that a distinctively Christian ethos drives the work of the school and promotes excellent spiritual growth.

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

Collective worship has a very high profile in the life of this school and undoubtedly enhances pupils' spiritual and moral development. Because all staff attend worship there is a clear message that this time in the school day is of central importance and it is here that the school's key Christian values are promoted. Its success is in large part due to the headteacher's excellent leadership, commitment and vision. Thorough planning and interesting content mean that pupils have an extremely positive attitude to collective worship. Worship varies in style and content, involving enthusiastic singing, PowerPoint presentations, playing instruments and operating the sound system/computer, enabling pupils to develop their knowledge of Christianity and take an active role. One pupil said, "If we didn't have worship this would be a nasty place to be with people not caring about one another." Another said, "Everybody likes Jesus and it is a big thing in this school." Pupils' self esteem and motivation to succeed in all areas of school life are developed well through a celebration services each week and one comment in the Spirituality Day Book summed this up by saying, "well it just goes to show, anyone can be a star." Behaviour during worship is exemplary and an atmosphere of calm respect is apparent. Prayers are said at other times during the day. Each classroom has a reflection area and worship board where the children are able to express their responses to the worship. The worship is evaluated in a creative way; using the written responses from the children to the different acts of worship held during the year. Parents feel welcome to attend acts of worship in church and say there are many informal opportunities for feedback. Nevertheless there is scope for formal evaluation by parents and more opportunities for them to attend worship in school.

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

Standards in Religious Education are good and are at least comparable to those in other subjects. Religious Education also promotes the distinctive Christian character of the school well and makes a significant contribution to pupils' spiritual and moral development. Provision in Religious Education is good. The teaching of Religious Education is consistently good and pupils engage in interesting and creative activities, enabling them to relate what they learn to their everyday lives. Detailed medium term plans are written and monitored by the co-ordinator and end of block assessments are carried out in relation to pupils' understanding and responses to the work. The school is beginning to use the assessment data to track pupils' progress but this is not yet fully developed. Learning is enhanced by the good use of interactive whiteboards, artefacts and creative displays. Children also deepen their understanding very well through role-play experiences and learning from religion is strongly emphasised with R.E. being linked, where appropriate, into other curriculum areas. One child told me, "We all respect the fact that we are all Christians, we don't take it for granted and keep it in everything we do; not just Religious Education but in every lesson." Pupils also develop a sound understanding of their own and others' cultures and they develop increasingly positive attitudes to other cultures and the wider community. There is a good range of resources for Religious Education and ICT is particularly well used.

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

The headteacher provides strong leadership and has been fundamental in articulating and demonstrating a clear vision for promoting the school's character based on Christian values. The headteacher leads by example, showing enthusiasm for all she does and displaying a caring and compassionate nature. The school has a very good understanding of its community as well as the importance of providing a very good education. Members of the Senior Leadership Team, teaching and non-teaching staff share the vision for the school and, along with the governors, strongly support in taking the school forward. One of the deputy headteachers has followed a course on Christian Leadership to help ensure the continuing strength of the School's foundation. Members of the governing body are also active members of the church; this has a mutual benefit in that both school and church are seen as a high priority by one another. The governors are committed and active in the life of the school and they use their visits to school as an opportunity to informally monitor the ethos and day to day running of the school.