



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Peter's Church of England Voluntary Controlled Primary School

Marshall Drive
Brotton
TS12 2UW

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: York

Local authority: Redcar and Cleveland

Date of inspection: 30 April 2015

Date of last inspection: March 2010

School's unique reference number: 111674

Headteacher: Richard Unthank

Inspector's name and number: Judy Jones 797

School context

This is a larger than average primary school, with 344 children aged 2 to 11. There are special units, one each for Key Stage 1 and Key Stage 2. The children in the units come from across the local authority and have a range of learning difficulties. The children in the mainstream classes come from the local village and its surroundings. The proportion of the local children with special educational needs is above average, as is the proportion of children eligible for pupil premium. Almost all children are of White British heritage.

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

- Christian values underpin all initiatives and decisions undertaken by adults and children.
- All children make good progress in all subjects and particularly in religious education [RE] contributing to understanding of Christian values and Christianity.
- Outstanding leadership ensures that children are given a high degree of responsibility that they use confidently when contributing to worship and other aspects of school life.

Area to improve

- Extend the partnership with local church schools in order to share best practice more widely.

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

The strong and explicit Christian ethos is the foundation for excellent relationships throughout the school and contributes substantially to children's development. Although the school is larger than average, children's individual needs are exceedingly well met. The calm and purposeful ethos enable children to succeed and there is good evidence that although many children start

school with lower than average skills and knowledge, by the time they leave at the age of eleven they have reached, and in many cases exceeded, the expectation nationally. Their attendance is better than average and their behaviour is excellent. There have not been any exclusions for many years. Spiritual development is very strong and stems from decision making that involves the children themselves at many levels. For example, they have helped to decide on the school's key Christian values such as friendship and truthfulness, and explain very clearly why these values matter and how they make you a better person.' They see themselves as part of a family and speak warmly about their sense of belonging. As a result they can confidently ask for help and look for ways of supporting each other. They talk with authority about how their values relate to Bible stories and the teachings of Jesus and explain how Biblical stories relate to their own lives. For example they can visualise situations in which they can be a 'Good Samaritan' and 'Doubting Thomas.' Social development is excellent because children are given ways in which they can think for themselves in many situations. This is seen both in the high quality worship sessions they plan and present, and in the independent ways children respond in lessons. For example, in (RE) Year 3 and 4 pupils can draw individual posters reflecting their own personal views after a wide ranging discussion about the lesson's starting point of 'where is God?' Children are enthusiastic about RE lessons and how they help them to respect their own and other faiths and cultures. As a result, they can deal with difficult social issues and speak with maturity about the difference between the Islamic faith and extremism. Study of Hinduism and Islam is reinforced through visits to a mosque and a Hindu Temple. A link with a school in London has enabled Year 6 to visit a multicultural urban school. Children were astonished at the differences between their lives and those of the diverse religious faith communities of the London children. They were also impressed to see how much both groups have in common.

The impact of collective worship on the school community is outstanding

Inspirational collective worship is a key part of the school day. High quality planning and evaluation ensure excellent standards and children enjoy all aspects of worship. Since the previous inspection there has been a significant increase in children's involvement in planning and presenting worship. A team of volunteers from Years 2 to 6 prepares and presents whole school worship, and takes these responsibilities seriously. Team members of all ages can explain clearly how they plan the different stages of worship such as gathering, engaging and responding and sending. Children are keen to be part of the worship team and can explain how they benefit from taking part. They say 'you enjoy it when things go well because it makes you so happy and proud'. Another described how presenting worship has helped her overcome her shyness. Parents and carers appreciate being invited to share in worship and speak of the way they feel welcome and included. Collective worship is enriched by the regular and frequent visits of the rector of the local church. He supports the worship team, often in practical ways such as obtaining resources, while many ideas, including the wording of the prayers, come from the children themselves. Planning for worship is closely linked to the church calendar. For example, worship in the weeks close to Easter, is based on the theme of service, and the account Jesus washing the feet of the disciples. The school's evaluation shows that children take the idea of prayer seriously. Children's comments include 'I feel very happy when I pray', and 'praying makes me smile.' Collective worship is planned to link closely with RE, so that ideas studied in RE, such as the Trinity, are illustrated in worship. Consequently children's knowledge is secure and they can explain clearly, using symbols such as the Bible, a cross and a candle, how God, Jesus and the Holy Spirit are different aspects of the same idea.

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

Leadership at all levels is highly effective and is outstanding. This is because the headteacher commands the respect of staff, parents and children for the way the Christian vision is met through imaginative long term planning and a swift response to more immediate needs. Excellent evaluation of all that the school does, including worship, means that decisions are based on what is known to work. Parents comment that the head is a good listener and takes

account of the ideas of others, and children are full of admiration for the way he makes school so enjoyable, for example, by setting up visits they can all afford. Children say 'I don't know how he does it!' Parents who are not themselves churchgoers or professed Christians are emphatic that the school has a distinctive Christian nature and they value this and its excellent ethos. The headteacher is ably supported by foundation governors, including the rector, who share his very clear vision for a church school. Issues raised in the previous inspection have been dealt with successfully that they are now strengths of the school. The school meets statutory requirements for collective worship and RE and leadership of both these important areas of school life are very strong. The future leadership of the school as a church school is secured through excellent provision for professional development for staff and governors and the school makes very effective use of advice and training provided by the diocese. Consequently children thrive in an ethos founded on Christian values and make good progress from a lower than average starting point. Academic standards overall are rising and are close to average overall. All members of staff feel valued and want to do their best. This is a very outward looking school and partnerships with the diocese and the community are excellent. As a result, parents feel included in the family ethos. There is growing collaboration with other church schools locally. The school sees this as an area for development and looks forward to extending the opportunity to share best practice.

SIAMS report April 2015 St Peter's CE VC Primary School Brotton TS12 2UW