

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ireleth St Peter's Church of England Primary School			
Address	Kirby Road, Askam-in-Furness, Cumbria. LA16 7EY		
Date of inspection	21/3/2019	Status of school	Voluntary Aided Primary
Diocese	Carlisle	URN	112415

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Ireleth St Peter's is a primary school with 67 pupils on roll, including ten in the nursery. It is in a remote rural location. All pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. The headteacher was appointed in September 2016.

The school's Christian vision

At Ireleth St Peter's, through values rooted in Christian teaching, our community nurtures and enables positive foundations for life. Our distinct Christian ethos permeates throughout our school. Working together in successful partnership, our school family embraces the common goal of inspiring every child to reach their fullest potential, through God's love.

Key findings

- The Christian vision, which is rooted in the teaching of Jesus, has been developed through discussion with all members of the school family. As a result, it is well-understood and informs all aspects of school life.
- The school's vision expresses the commitment to establishing successful and mutually beneficial partnerships. These enrich worship and the curriculum. The school is at the heart of the community.
- Christian values make a profound impact on the lives of pupils. Families are fully involved in exploring Christian values with pupils. Thinking about Christian values equips pupils well to face life's challenges.
- Collective worship inspires pupils. It helps them understand the purpose of prayer. A creative approach to class worship ensures that all pupils value worship. Worship is affirming and prompts deep thinking.
- The RE curriculum for the study of Christianity is well-balanced and secures good progress. However, pupils have a limited understanding of other faiths. They have few opportunities to develop understanding of diversity through encounters with people of different faiths and cultures.

Areas for development

- To further develop the RE curriculum with regard to different faiths, to ensure that this supports progressive development of skills and concepts.
- To provide more opportunities for pupils to engage in dialogue with people of different faiths and cultures. This is to further develop their understanding of and attitudes to diversity.
- To develop a shared understanding of spiritual development which springs from the school's distinctive Christian vision. This is so that planning for this is routinely incorporated across the curriculum.

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 whole school community has been engaged in the process of developing and articulating the school's Christian vision. This has been led by the highly effective headteacher and included pupils, parents, staff, governors and clergy. As a result, all are able to explain the vision. They link decision-making and actions to 'Inspiring Successful Partnership through God's Love'. They confidently explain how this is rooted in the teaching of Jesus. As a result, Ireleth St Peter's (ISP) provides a vibrant and inspiring Christian learning environment. The physical environment is rich with thought-provoking celebrations of the school's Christian character. Teachers affirm the value of each precious individual through strong relationships, celebratory displays and a rich plethora of awards. The commitment to partnership with the local community is mutually beneficial. The recent decision to open a nursery was taken in response to a desire to meet local needs. Pupils grow as responsible members of the community through taking action, for example, by supporting the local food bank and choosing to carry out litter picks. Pupils have a growing understanding of injustice and speak out with passion about the need to change the world. The way in which the Christian vision is implemented is monitored rigorously through established procedures for evaluation of school improvement planning. Governance is effective. Governors visit regularly, both informally and to carry out monitoring. Consequently they have a sound understanding of the school's needs. The school has made a good response to the areas for development from the last SIAMS inspection.

The school's Christian vision gives rise to an affirming and secure learning environment which upholds the dignity of all pupils. This contributes to most making sound progress. Behaviour is excellent and there is a positive approach to managing behaviour which is often transformative. Many pupils who joined the school at an older age are particularly appreciative of all it offers. The school's Christian values are deeply embedded and contribute significantly to the character development of pupils. Pupils use the language of values with confidence.

Consequently they are able to discuss and evaluate their own character development. The profound impact of Christian values on pupils' development is due in part to the way parents are fully involved in thinking about Christian values. Work on values is shared with parents effectively, through notices on classroom doors, in the newsletter and through the highly innovative and much-valued family groups. Pupils regularly spend time in their family groups, which are mixed-age groups of pupils. This includes those in the nursery, and parents, who also participate. These groups support the excellent relationships between pupils of different ages and develop a sense of responsibility in older pupils. During this time they engage in creative activities to explore Christian values and big questions, for example, 'Who is my neighbour?' or 'What is money worth?' These activities make a good contribution to spiritual development. Pupils learn to respect each other and how to disagree well. One said, 'We have to learn that other people have different opinions.' The beautiful outdoor environment inspires reflection and has been creatively developed to support spiritual development. However, planning for spiritual development in the wider curriculum is less secure. This is because there is not a shared understanding of how spiritual development might arise from the school's distinctive Christian character.

The vision for demonstrating God's love is evident in the caring and nurturing environment which supports the emotional and mental wellbeing of adults as well as pupils. Both staff and parents comment on the way in which the headteacher's door is 'always open'. Her pastoral support and recognition of the need for a balance between work and family or the rest of life is highly valued. The staff are a strong team who support each other. They create a supportive working environment, where staff are able to flourish personally and professionally.

Collective worship inspires pupils through a rich variety of worship activities. Pupils love singing, particularly action songs. They are highly appreciative of the contributions of local clergy and other visitors. Worship in church on special occasions is valued by the whole ISP family. Worship planning ensures that pupils think deeply about a range of Bible stories, festivals, important Christian beliefs and values. Pupils gain a very good understanding of the purpose of prayer, both through writing prayers and interactive activities around school or in the grounds outside. Use of reflective spaces in classrooms and outdoor areas encourages pupils to reflect or pray. The moving prayers written by pupils and regularly included in the newsletters are appreciated by the wider community. Worship is also highly valued by adults. A governor spoke about how attending collective worship gave her time to be quiet and still in her busy life. A teaching assistant explained how there is often something 'which helps me to see things differently'. Pupils enjoy leading worship. They say it helps them to feel more involved and to understand it more fully. Monitoring and evaluation of worship is regularly carried out. It involves a range of stakeholders and feeds directly into planning. As a result of self-evaluation there are plans to support pupils in more independent leadership of worship.

RE is a high priority for ISP and is much enjoyed by pupils. The elements of the curriculum which relate to Christianity are very well-planned and make good use of Understanding Christianity resources. The curriculum

for Christianity secures progression, developing understanding of skills and concepts across the key stages. However, curriculum planning for teaching about other world faiths is less secure and consequently opportunities for RE to contribute fully to pupils' understanding of diversity are lost. Pupils have positive attitudes to diversity and greatly benefitted from the recent visit to a Buddhist Temple. However, they have a limited understanding of different faiths. They have few other opportunities to engage with people of different faiths and cultures. Given the location of the school, organising these experiences is challenging. However, in this context, the necessity for laying this foundation for life is particularly compelling. Leadership of RE is strong and has identified the need for development in this area. There have recently been significant changes to the RE curriculum, but staff feel well-supported and are delivering new materials with confidence.

ISP is a caring school family which is much valued by its community. It is looking forward to the future with excitement about further possibilities for serving that community through successful partnerships.



The effectiveness of RE is Good

Teaching and learning in RE are good. Good teaching springs from a rich programme of continued professional development, offered as a result of the partnership with the diocese. This has provided sound support for the introduction of new teaching materials on Christianity. Good teaching is also underpinned by effective assessment strategies. Feedback on pupils' work is focused on developing progress in RE skills and concepts. Embedded self-assessment strategies mean that pupils regularly review their learning and gain an understanding of how to improve. Consequently all pupils, including those with SEND and vulnerable pupils, make sound progress in RE. They develop good skills of interpretation and analysis.

Headteacher	Rachael McFarlane
Inspector's name and number	Carol Berry 324