



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Barton St Peter's Church of England Primary School

Marsh Lane
Barton Upon Humber
DN18 5HB

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lincoln

Local authority: North Lincolnshire
Dates of inspection: 15 October 2015
Date of last inspection: March 2011
School's unique reference number: 118006
Headteacher: Janet Steward
Inspector's name and number: Yvonne Shaw 245

School context

Barton St Peter's is an average-sized primary school with 262 pupils, the overwhelming majority of whom are of White British heritage. The proportion of pupils eligible for pupil premium funding is similar to that found nationally. The proportion of disabled pupils and those with special educational needs is well below that found nationally.

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

- School leaders and staff foster the belief that each pupil is a unique individual, made in the image of God thus enabling them to make good academic progress.
- The impact of the school's values, based on Christian belief, is reflected in strong relationships enabling the school community to see itself as a family.
- Religious Education (RE) makes a positive impact on pupils' spiritual development and understanding of what it means to be living in a multi-faith society.

Areas to improve

- Implement a rigorous system for regular monitoring and evaluation of the distinctive Christian character of the school to effect further improvement.
- Enable pupils to become increasingly involved in planning, preparing, presenting and evaluating regular acts of worship.
- Establish strategies to enable the school community to articulate the school's Christian vision fully and link school values explicitly to Christian faith and belief.

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

The school's mission statement is clear in its commitment to foster strong, rich and enduring relationships both in school and within the local community. These are 'based on trust,

friendship, compassion and forgiveness'. The school's values, underpinned by Christian belief, are openly displayed and impact positively on pupils' personal and spiritual development. Thoughtful displays and relevant symbols support the understanding of Christian values. This is seen clearly through excellent relationships, generally good behaviour and systems that are beginning to have an impact on improving standards. Pupils enjoy coming to school and this is reflected in attendance rates which are in line with national attendance figures. As yet, not all members of the school community can articulate the distinctively Christian aspect of the shared values. RE is consistently taught across the school and standards in the subject mirror those in core subjects. The subject effectively introduces pupils to a wide range of religious belief and supports understanding of the differences and similarities between religions. Pupils are developing a strong sense of respect for diversity. Inclusivity is celebrated as a valued part of diversity which enhances the distinctiveness of the school. Pupil progress is generally good for the overwhelming majority of pupils including those who are disadvantaged, have disabilities or special educational needs. By the end of Key Stage 2 attainment, although slightly below, is deemed broadly in line with national expectations. Pupils say that they feel valued and special within the school family, as do parents. Parents clearly express ways in which the school supports not just individuals, but families at vulnerable times. This serves to illustrate how the Christian character of the school meets the needs of all learners. The school ensures that pupils are developing a keen sense of what it is like to grow up in a multi-cultural society. It provides quiet spaces for reflection and makes a positive impact on pupils' spiritual development. This meets a key focus for development from the previous inspection. Adults at the school are good role models for pupils. Volunteers from the parish and local churches who regularly lead the Wednesday worship are dedicated in their ministry to the school. These regular acts of worship have an emphasis on raising the Church's profile and Christian nurture based on Bible teaching.

The impact of collective worship on the school community is good

Worship is central to the work of Barton St Peter's School. Themes reflect the Anglican calendar, enabling pupils to develop their understanding of many festivals of the Christian year. The lighting of a candle to symbolise Christ's light in the world is a regular feature of the start of worship. Additionally, acts of worship are well founded on the Christian faith and pupils can relate the teaching of Jesus Christ to their own lives. During the acts of worship, children engage through storytelling and they mostly participate enthusiastically by responding to questions. Singing, praying and saying the reflection prayer at the start of worship enhances pupils' spiritual development. Older pupils share in sacraments such as the Eucharist although they are not yet able to articulate their understanding of this. Weekly themes are linked to the school's values enabling pupils to thoroughly explore them. As a consequence their knowledge and understanding is extended, thus making a good contribution to pupils' spiritual development. Pupils' understanding of The Holy Trinity is less clearly developed. Pupils are becoming more articulate in explaining that worship influences their thinking and actions and that prayer impacts on their daily life. Pupils can relate Bible stories to their own lives, for example, the parable of the Prodigal Son and The Lost Sheep. Prayer has an important place in the school day and pupils write their own prayers. Prayer and reflection areas in classrooms and shared areas are a visible reminder that God is present and that life has a spiritual dimension. Most pupils are able to talk about the key elements of prayer, saying sorry, asking for help, saying thank you and requesting help for others. Pupils participate in worship in a range of settings, as a whole school, in Key Stages and in classrooms and in local churches. Pupils say that they enjoy whole school worship the best because 'we get to re-group with our whole school family'. Pupils also enjoy visiting other places of worship. As yet, pupils are not regularly involved in the planning, preparation, presentation and evaluation of acts of worship. The impact of worship is not yet evaluated fully by the school's leaders and consequently refinements and improvements to worship are restricted. This therefore, does not meet a key area of focus from the previous inspection.

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

The headteacher leads by example through her deep commitment to ensuring people are valued as unique individuals, made in the image of God. This enhances the distinctive Christian character and purpose of the school. The Christian vision is shared by those in leadership, including governors, and is fundamental to the school's mission. This is not always clearly articulated in terms of the Christian faith. There has been appropriate staff development in place for leaders through working with the Diocese. The impact of this training is seen in pupils' understanding of belonging to a multi-cultural society. Leaders ensure that statutory requirements are met for collective worship making sure it is central to the school day. The partnership between the school and local churches is long-standing and embedded. School and church leaders have been proactive in maintaining mutually beneficial links which are highly valued across the school community. Leaders have promoted pupils' understanding of those of other faiths and cultures, for example through creative activities in RE and collective worship. Visits, for example to a mosque, have not yet been undertaken to deepen pupils' knowledge and understanding of other faiths. Leaders encourage and ensure pupils' participation in local events and charitable causes, including Red Nose Day and Children in Need. Leaders have created a community in which relationships are described by parents as 'outstanding' and 'my word, the staff always go the second mile'. Parents and pupils value the way in which the school's mission and vision enhance their personal faith and well-being. They know that this equips them very well spiritually, morally, socially and culturally for life beyond the school. Not all focus areas for development from the previous inspection have been fully addressed. A worship club was established but this folded after a period of time and evaluating the impact of collective worship has not been embedded. School leaders know the school's secular strengths, its achievements and its areas for development. They are less secure in knowing the areas for development as a Church of England school. This is as a consequence of not having a robust system of monitoring and evaluation in place.

SIAMS report October 2015 Barton St Peter's Church of England Primary School, North Lincolnshire DN18 5HB