



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Paul's Peel Church of England Primary School

Stocksfield Drive  
Little Hulton  
Worsley  
Manchester  
M38 9RB

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Manchester**

Local authority: Salford

Dates of inspection: 17 March 2016

Date of last inspection: 30 September 2010

School's unique reference number: 105941

Headteacher: Rose O'Gara

Inspector's name and number: Barbara Kinch 475

#### School context

St Paul's Peel is a voluntary controlled school situated on the outskirts of Salford in an area of significant social deprivation. There are 341 children on roll. 57% of pupils fall into the Index of Deprivation Affecting Children (DACI) and 54% qualify for additional funding under the government's Pupil Premium arrangements. 14% have English as an additional language and 23.6% have special educational needs.

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

- The strong Christian leadership of the headteacher and governors in their understanding of the needs of the community and in the sustaining caring ethos
- Clear Christian values are articulated and lived out by all members of the school community
- Nurturing relationships affirm and value all members of the school community
- Inclusive, reverent and meaningful worship is central to the life of the school and makes a significant impact on spiritual, moral, cultural and social development
- The Church Army Sister and curate provide strong and positive links with the Church
- The school environment radiates the Christian ethos of the school through its demonstration of Christian values which affirm, stimulate and encourage all stakeholders

#### Areas to improve

- Strengthen the process of self evaluation as a Church of England school to reflect the breadth and depth of the provision
- Develop additional approaches to the evaluation of worship in order to refine and celebrate the strong practice

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

Clear Christian values of faith, hope and love are fully embedded in the language of the school and shape its ethos. All children and adults recite and understand the key values of faith, love and hope. Relationships are underpinned by forgiveness, friendship and compassion and this is exemplified in the support the school offers to its vulnerable children and families. Children, staff, governors and parents say that school 'feels like a family'. Children love school and describe it as having 'the biggest heart'. As a result attendance is high and behaviour and attitudes to learning are very positive. Children feel supported and challenged in improving their learning. One child said, 'When they know you can do it they double the hardness'. Spiritual, moral, social and cultural development permeates all areas of school life and is evident in displays and the provision of a wide variety of first hand experiences. The Christian foundation of the school emanates from its vibrant environment. Displays in the entrance to the school reflect the involvement with the Peace Mala initiative. This project symbolises friendship, respect and peace between all faiths and none, and emphasises the shared values inherent in treating others as you would wish them to treat you. This initiative is a very powerful project in raising awareness of beliefs and practices of other world faiths. Each classroom has its own reflection and prayer space which stimulates children to think deeply. A 'Thought for the week' focuses children on their own reflections and prayer boxes around the school encourage them to share their own concerns and triumphs. The contents of the boxes are consistently used in worship. The high quality teaching of Religious Education shows a clear progression of skills. Imaginative and interactive telling of the Easter story in Year 2 and the challenging level of discussion about the nature of Christ's sacrifice compared to that of suicide bombers as part of a Year 6 lesson demonstrated this very effectively.

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

The worship policy is very comprehensive with aims which seek to 'Widen and deepen the experience of those of faith and no faith'. This is exemplified in the inclusive approach which invites all participants to share in worship at whatever appropriate level. Themes are value-based around faith, hope, love and forgiveness and these are reinforced by a rich variety of leaders and settings. Whole school worship is lively and interactive, enriched by excellent singing which the children clearly enjoy. Children say that they love worship and see it as a time to be together and share ideas. They respond enthusiastically to questioning and demonstrate a good knowledge of Bible stories and festivals. Class worship enables children to express their own hopes and aspirations in a more intimate setting. The Church Army Sister and the curate make an outstanding contribution to the worshipping life of the school. A group of children called 'Friends' are actively involved with preparation and delivery of worship. The worship observed was led by Sister Dorothy and was both meaningful and moving with a very good balance of sound and silence. The story of Jesus' journey through Holy Week was told with the involvement of a group of children from the Friends group who put actions into the telling of the story and the phrase 'Jesus died for you and me'. This was then extended by two children who said this in their own languages of Polish and Russian emphasising God's love for all people whoever and wherever they are. This was a very effective act of worship and the spiritual engagement of all participants was tangible giving everyone something to take into their daily lives. The school visits church each half term and has participated in 'Experience Easter' and Mothering Sunday services. All the Christian festivals are celebrated. Prayer forms a very important part of school life. Children articulate the varied ways of 'Talking to God' through praise, asking for help, saying 'Thank you' and 'Sorry'. God as Father, Son and Holy Spirit is expressed through blessings and is an integral part of all worship. Planning is clear and well coordinated and ensures variety and continuity firmly rooted in Christian beliefs. Monitoring and evaluation takes place through observation and discussion and although this leads to effective changes there is scope for a more varied and rigorous approach in order to exemplify good practice and develop other strategies.

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

The strong Christian ethos of the school stems from the dynamic and enthusiastic Christian commitment of the Headteacher and governors. Their shared values of faith, love and hope underpin the nurturing ethos and the constant desire for improvement. The consistency and clarity of the Christian vision drives aspiration and motivates all members of the school. Staff members feel valued, affirmed and empowered to lead their own areas and feel they are well supported. Governors work in partnership with senior leaders offering support and challenge in equal measure. They are proactive in monitoring the work of the school through learning walks and classroom visits and offer insight and support through a strong understanding of data. They know the school well but a more structured approach to self evaluation which demonstrates the breadth of provision for church school distinctiveness would reflect more precisely their undoubted contribution. Through the work of the School Council and Eco Committee children are fully aware of their roles and responsibilities in making decisions and in contributing to improving the school. They feel listened to and as a result they are very realistic about why decisions are made. Parents know that their children are well cared for and reiterate the sense of family that exudes from the school's ethos. They are very supportive of the church foundation whilst respecting that people are given freedom in the beliefs they have. They feel that high expectations contribute to high standards. The school is seen as very proactive in keeping them informed about their children's progress and good communication between home and school is valued highly. The school is well respected in the local community for its welcoming ethos. Staff, governors and parents all explain that it 'reaches out' to others through its work for local, national and global charities, most notably The Prince's Trust, Salford Dads, Dad's Shed and links with a school in Kenya. Links with the church are very strong and mutually supportive with the active involvement of the school in special services such as Mothering Sunday. The contribution and involvement of the Church Army Sister and the curate through worship and classroom activities reinforces the Christian foundation of the school. Diocesan links have been strengthened by visits from the Diocesan Director and the Bishop of Middleton who describes the school as having 'a deep sense of God's love being at the heart of everything'.

SIAMS report March 2016 St Paul's Peel Church of England Primary School Salford



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	St Paul's Peel Salford
School Address	Stocksfield Drive Little Hulton Worsley
Diocese	Manchester
School URN	105941
Date of Inspection	17 March 2016
NS Inspector's Number	475
Type of Church School	Voluntary Controlled
Number of Pupils	341
Phase of Education	Primary
Name of Critical Reader	Gillian Rhodes
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1 - 4
<b>How distinctive and effective is the school as a Church School?</b>	<b>1</b>
How well does the school, through its distinctive Christian character, meet the needs of all learners?	<b>1</b>
What is the impact of collective worship on the school community?	<b>1</b>
How effective is the religious education?	<b>n/a</b>
How effective are the leadership and management of the school, as a church school?	<b>1</b>
The school meets the statutory requirements for collective acts of worship	<b>yes</b>
The school meets the statutory requirement for religious education	<b>n/a</b>