

National Society Statutory Inspection of Anglican Schools Report

St Paul's Peel Church of England Voluntary Controlled Primary School

Stocksfield Drive
Little Hulton
Worsley
Manchester
M38 9RB

Diocese: Manchester

Local authority: Salford
Dates of inspection: 30-9-2010
Date of last inspection: 9-7-2007
School's unique reference number: 105941
Headteacher: Mrs Rose O'Gara
Inspector's name and number: Mrs Gillian M Rhodes 657

School context

St. Paul's Peel C. of E. Primary School is a voluntary controlled school in the Little Hulton area of Salford. The school is larger than average with the majority of pupils of white British heritage. The proportion of pupils who have special educational needs is above average overall and well above average numbers of pupils are eligible for free school meals. The school site is well-maintained and the complex building is used effectively to support learning for pupils of all ages. The school has a nursery class and a daily breakfast club.

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

Christian values are the bedrock on which the provision for all members of the school community is built. An atmosphere of trust, friendship and tolerance permeates the school and enables all children to develop morally, spiritually and personally. The children are known, encouraged and valued by all members of the school community and the excellent behaviour underpins their motivation and achievement.

Established strengths

- The welcome afforded to all members of the school and local community and the nurturing of all children;
- The inspirational commitment of the headteacher and the dedication of staff and governors as expressed through a deep rooted and active belief that every child matters;
- The outstanding quality of collective worship both within school and as demonstrated through community and church links.

Focus for development

- To enhance pupils' experiences of other faiths and faith communities, both locally and further afield.
- To further develop the opportunities for pupils independently to plan collective worship.

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

All learners are valued and supported by all adults in school, whatever their roles and responsibilities. All members of staff work as a team to ensure that every child really does matter. Christian values of service, tolerance and compassion underpin systems and practices such as the rewards of Golden Time, merits and raffles. Success and effort are recognised and applauded through routines such as the weekly Star Table and Praise Assembly. Children know that adults are proud of them and so they are proud of themselves. Pupils with special educational needs and/or disabilities make very good progress. This is because the staff's personal knowledge of each individual child allows them to tailor teaching and welfare provision to their needs. Children in the Early Years Foundation Stage settle well

due to clear routines and expectations expressed firmly and pleasantly. Outstanding teaching and learning across the school ensure that children reflect on and share their ideas. Their spiritual, moral, social and cultural development is excellent. Children speak proudly of how staff provide lessons which enable and encourage them to learn and work together. They are sure that any problems are speedily addressed and resolved. Year 6 pupils developed an insightful understanding of prayer through discussion and active involvement in imaginative and moving activities. Year 2 children shared their understanding that the worth of gifts is rooted in love. Parents express enthusiastically their appreciation of the care their children receive and the ways they are warmly encouraged to participate in their children's school life. Curriculum briefings, parents' evenings, assemblies and social events are highly valued. The colourful, high quality displays around the whole building, combined with the warm courtesy offered by adults and children alike make this a welcoming, nurturing school.

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

Children thoroughly enjoy worship and speak of how worship in school and church allows them time to reflect and be peaceful. They enjoy singing hymns and particularly taking part in their class assemblies and the drama and plays they include. Older children take on responsibility for the smooth organisation of worship and regularly play an active part in leading worship. Children enjoy sharing the success of others during Praise Assembly. The children have a very good understanding of Christian worship because it is supported effectively by the regular weekly involvement of Sister Dorothy of the Church Army. She is an integral part of the school family and knows the school and its children well. Anglican prayers, graces and hymns are well-known to all the children. Planning for collective worship is thorough and links very successfully to social and emotional aspects of learning (SEAL) in order to support the personal, emotional and social development of children. Evaluation of worship and the collaborative involvement in this of the headteacher and worship/RE Co-ordinator result in action to develop its impact even further.

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

The inspirational Christian leadership of the headteacher is supported by an effective leadership team, a committed governing body and a dedicated staff team. The vision for St. Paul's as a church school is overtly and proudly expressed by all stakeholders. Parents and children are proud of its success, both academically and as a Christian school. The school council has an active decision-making role and its members are proud of the school's support for charity appeals such as the Rotary Club Purple Pinkie Day and fund-raising for St. Anne's Hospice. The opinions of stakeholders are sought through questionnaires to parents and pupils and acted upon through the school development plan which is drawn up with significant governor involvement. Governors speak with feeling of the spiritual development they themselves derive and which is experienced by community members – particularly through the Easter Experience and worship in church led by children from the school. These community links and partnerships are an area of both strength and continuing development.

SIAS report: September 2010: St. Paul's Peel C. of E. Primary School, Salford M38 9RB