

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rishton St Peter and St Paul's Church of England Primary School

Address	Arundel Street, Rishton, Blackburn, Lancashire BB1 4DT		
Date of inspection	23 May 2019	Status of school	Voluntary Aided Primary
Diocese	Blackburn	URN	119427

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Rishton St Peter and St Paul's primary school with 175 pupils on roll. The majority of pupils are of White British heritage. Very few 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 is below national averages. Both the headteacher and deputy headteacher have been appointed since the previous SIAMS inspection.

The school's Christian vision

Being 'Rooted and Grounded in Love' (Ephesians 3:17) we strive to follow the Lord's command to love God above all things and each other as brothers and sisters, making God's Kingdom a reality in our school and throughout our community.

Key findings

- The school's Christian vision, underpinned by carefully chosen and theologically understood Christian values, permeates every aspect of its life and work. As a result, all pupils and adults flourish.
- Governors provide exceptionally effective support and challenge to the headteacher. They have an excellent understanding of the school and show aspiration, compassion and concern for all pupils and adults. This reflects the school's vision remarkably well.
- The school is excellently guided by the transformational headteacher. She ensures that staff, pupils and families are supported for their personal and spiritual growth and wellbeing. Relationships between the school and its communities, including parents, the local parish and partner schools are innovative and exemplary.
- Collective worship, an area for development following the previous SIAMS inspection, makes an exceptional contribution to the life of the school community. Thoughtfully planned, monitored and evaluated, it reflects the Anglican traditions and addresses the priorities of the school and its community. As yet, the school does not routinely share this aspect of its excellent work across its partnerships.
- Religious education (RE) of the highest quality is a strength of this calm, reflective community. It ensures that pupils have an excellent understanding of Christianity as a living world faith and of its biblical roots in the teachings and example of Jesus.

Area for development

- To share more widely the excellent practise that exists in collective worship and RE so that they sustain and enhance the spiritual wellbeing and learning opportunities within the school and beyond.

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

Leaders at all levels, under the inspirational guidance of the headteacher, ensure that the community is a living testimony to its biblically founded vision of being 'rooted and grounded in love' (Eph 3:17). The associated Christian values of respect, forgiveness, endurance, justice, wisdom, love and humility are the foundation stones of this excellent Church school. The vision is deeply embedded and along with the clearly articulated values they have a transformational impact upon the school's operational and strategic direction. Governors' systems of monitoring and evaluating all aspects of the school are rigorous and include receiving presentations from staff and pupils. They accurately identify priorities and provide appropriate support and challenge to this ambitious Church school. As a result, adults and pupils become spiritually, emotionally and mentally resilient. Adults receive personal and professional development that promotes their wellbeing and enables them to support pupils to achieve their very best. The school very successfully develops staff to lead in Church schools. Every pupil is nurtured and thrives. Individuality and diversity are welcomed and celebrated. Those pupils with additional needs make exceptional progress and become ambassadors for the immense Christian care and support that this school provides. Relationships between the school and the parish community are outstanding. This is because the communities engage with each other. They celebrate Eucharist together weekly. The school enhances the prayer life of the parish through the Worship on Wednesday activities. There are purposeful and universally respectful collaborations with other schools. However, exemplary practice in RE and collective worship are not widely shared. Pupils' knowledge of the teaching and example of Jesus and of God's relationship with humankind as reflected through the Bible and Christian experience is such that they can apply it with absolute accuracy to their daily lives. Pupils, staff and parents appreciate that their opinion is sought and valued.

Governors' spending priorities reflect and promote the school's vision and are focused upon meeting the needs of each pupil. With school leaders, they have recently redesigned the curriculum. The resulting exemplary approach provides pupils with essential core learning and a myriad of exciting enrichment activities. Adults ensure interesting, challenging and appropriate learning opportunities for pupils. Consequently, pupils have a palpable enthusiasm for their learning. They succeed in becoming independent, inquisitive and spiritually mature learners. Pupils relish being asked, both directly and indirectly, 'big' questions. There is a clear focus on experiential learning that takes pupils 'beyond the four walls' by for example, creating an African village. Current data indicates that the revised curriculum is accelerating pupils' rates of progress. Gaps between the progress of disadvantaged pupils and all others are closing.

The school's Christian vision underpins the approach taken to celebrating success and promoting aspiration. Rewards systems place equal value upon effort and achievement. However, pupils and parents are even more proud of the recognition given to demonstrating Christian values during the daily school experience. Aspirations weeks and spirituality days, often with a global focus, ensure pupils appreciate their current and future opportunities and responsibilities. Pupils recognise and challenge inequality and injustice. Links with Jack and Jill school in Zambia, and the sponsoring of a child there, bring global Christianity to life in this hugely generous community. Older pupils speak with remarkable insight of the issues facing Syria. They recognise, with significant maturity, the rights of people to have a voice and be treated with humanity. Pupils are clear that they can support those in need through prayer, fundraising and personal action. Thus, the seeds of courageous advocacy are being sown in their hearts and understanding. The vast majority of parents choose this school specifically because it promotes a 'love for God and each other'.

Forgiveness and respect are immediately apparent. When behaviour falls short of expectation, encouragement is given to reflect upon choices. Frequently pupils make direct links between desired actions and the teaching and example of Jesus. They do this because of their excellent knowledge and understanding of biblical teaching. Emotional and mental wellbeing are exceptionally well supported. Staff know their pupils and each other very well. They recognise changes in behaviour and/or attitude and swiftly access and offer additional support to pupils, families and each other.

Pupils throughout this calm and welcoming community realise that they, and all others, have a unique dignity as children made in God's image. They feel safe and supported. A Key Stage 2 pupil stated proudly, 'there's nothing

to worry about in our lovely school'. Older pupils provide superb social support for younger members of the community. All are supported, respected and included and as a result flourish socially, emotionally, spiritually and academically. Parents are immensely appreciative of the holistic care their children receive and that this extends to the whole family. This exemplifies the all-embracing strength of the school's Christian vision. Pupils relish the myriad roles of responsibility that offer them the chance to look after their school, the wider community and each other. They speak with pride of the service they give through the parish's Community Café.

The approach to collective worship is visionary. Inextricably linked with the worship life of the local parish, it forms the central, unifying heartbeat of the school. It is thoughtfully planned and thoroughly evaluated by the worship coordinator, the immensely supportive parish priest and pupils. Pupils lead worship with confidence. Church seasons and individual, local and more widespread needs are all encompassed. Pupils are comfortable in prayer and reflection because they recognise the value of both. Even the very youngest, have a mature appreciation of liturgy. They know and use the prayers and responses of the Anglican Church. Pupils confidently write their own prayers and pray spontaneously using their own words. The school works tirelessly to make God and faith accessible to families. As a consequence, many families establish links with the parish and choose to receive the sacraments. Eucharist is celebrated weekly and pupils have an impressive understanding of why it is pivotal in Christian worship.

RE teaching time and the balance of curriculum content meets legal requirements and the recommendations of the *Church of England Statement of Entitlement*. RE is exceptional. Taught discreetly, the RE coordinator innovatively threads additional learning opportunities through the school's creative curriculum. It excites, challenges and inspires learners. Spirituality days, visiting speakers and visits to places of worship enhance provision. RE successfully enables pupils to explore religious, spiritual and philosophical convictions. It provides a safe space for all pupils to share their religious beliefs. This brings religion and religious experience to life. Muslim pupils confidently share their Islamic beliefs. Thus, older pupils understand some of what unites and divides different faiths.



The effectiveness of RE is Excellent

Teaching, learning and standards of attainment and progress in RE are all excellent. As a result, pupils flourish. RE is taught by a dedicated and exceptionally talented team. The experienced and enthusiastic RE leader monitors standards accurately and rigorously. Assessment is used imaginatively. The standard of pupils' work is verified with colleagues within the school and as part of inter-school collaborations. This ensures consistency. Pupils know the progress they are making and how to further improve because their teachers share this information with them. They retain their learning and can apply it in different contexts. This is because the curriculum is carefully matched to their needs and abilities and because teachers' planning is thorough and imaginative. Attainment and progress compares excellently with other core subjects in the school. The most able, those with special educational needs and/or disabilities and disadvantaged pupils all make very good progress and achieve well.

Headteacher	Sara Clarkson
Inspector's name and number	Fiona Ashton 860