



### Judgement Recording Form (NSJRF)

Name of school: Bryn St. Peter's CE (Controlled) Primary School  
 Address of School: Downall Green Road,  
 Ashton-in-Makerfield,  
 Wigan  
 WN4 0DL  
 School URN: 106438  
 Date of inspection: 9<sup>th</sup> February 2012  
 NS Inspector's Number: 675  
 Type of Church school: Voluntary Controlled  
 Number of pupils: 203  
 Phase of education: Primary

**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>2</b>
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<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>2</b>
<b>What is the impact of collective worship on the school community?</b>	<b>1</b>
<b>How effective is the religious education?</b>	<b>N/A</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>2</b>

<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education</b>	<b>N/A</b>

## National Society Statutory Inspection of Anglican Schools Report

### **Bryn St. Peter's C E (Controlled) Primary School**

Downall Green Road  
Ashton-in-Makerfield  
Wigan  
WN4 ODL

<b>Diocese:</b>	<b>Liverpool</b>
Local authority:	Wigan
Date of inspection:	9 <sup>th</sup> February 2012
Date of last inspection:	19 <sup>th</sup> March 2009
School's unique reference number:	106438
Headteacher:	Mr Chris Calderbank
Inspector's name and number:	Frank Driessen (675)

#### **School context**

Bryn St. Peter's is a smaller than average primary school. There is an average proportion of pupils known to be eligible for free school meals and very few pupils have English as an additional language. Almost all pupils are of White British heritage. Both the percentage of disabled pupils and those with special educational needs are below average. The school has achieved Healthy Schools' status and gained the Eco Green Flag Award.

#### **The distinctiveness and effectiveness of Bryn St. Peter's School as a Church of England school are good**

The distinctiveness and effectiveness of Bryn St Peter's as a Church of England school are good. The school has a distinctive Christian ethos. Christian values and attitudes form the foundation of school life. Excellent caring relationships demonstrate Christian values very well. Links with the parish church and local community are strong and well developed.

#### **Established strengths**

- The Christian vision of the head teacher supported well by all staff and governors
- The excellent quality of relationships between staff, parents and children that make Bryn St Peter's a happy family school where everyone feels valued
- The centrality of worship in the life of the school

#### **Focus for development**

- The completion of a more formal and robust self-evaluation in order to measure the ongoing development of Bryn St Peter's as a church school
- Involve the children in planning collective worship and evaluating its impact on the school and extended community
- Further develop the website to proclaim the school's Christian focus within the community

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

The school is a friendly welcoming place with a calm working atmosphere. The head teacher, deputy, and staff promote a clear promotion of the Christian values of love, kindness, care, respect and forgiveness. This is seen in the caring and secure family atmosphere that enables pupils to feel valued and special and is reflected in the excellent relationships between all members of the school community. This stems directly from the professional commitment of the staff and the Christian foundation of the school. Children can articulate the Christian values that are promoted. Prayers at lunch and home time give children the opportunity to reflect on how they have been applied within their lives. Bright vibrant displays reflect the good standard of work with a particularly striking Y6 display on the theme of 'Where is the love?' Crosses displayed in each classroom and the hall reinforce the fact that this is a church school. High quality RE teaching also helps to promote the school's Christian character. Pupils' spiritual development is well supported with opportunities for focused discussion and reflection. The Foundation Unit makes a good contribution to the children's social, moral, spiritual and cultural development through an effective programme of activities.

The theme of new life, for example, is explored through the cultivation of butterflies; work in RE, art and mathematics in the outdoor area enables the children to experience the awe and wonder of God's world. Parents recognise that the school has distinctive qualities and are keen to support and encourage the strong ethos because of the impact it has upon their children's lives. One parent said, 'Coming here is like being part of a big family' whilst another commented, 'We travel past other schools to get here because the staff are amazing.' A grand-parent said, 'They feed the children in body, mind and spirit.' Children support the school's charitable works well and are encouraged, through this, to consider their role in the wider community and how their actions can impact upon the lives of needier individuals.

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

The enthusiastic and highly committed co-ordinator has worked hard since the last inspection. The organisation, content and delivery of collective worship have seen significant and positive development. The response of the school community has been such that this is now an outstanding part of the school's provision. Worship plays an extremely important role in the life of the school and underpins the Christian ethos very effectively. Children are fully involved creatively in worship, writing poems and prayers as well as acting out parts in front of the rest of the school. One child commented, 'We know that God loves us.' A prominent 'focus' table and Bible verse at the front of the hall promotes the Christian value for the week, encouraging an active participation. Pupils have a good understanding of Anglican practice through their participation in liturgical services such as Easter, Harvest and Christmas, which are held in church. The vicar regularly leads the worship, as does the children's worker from the local Baptist church. Many parents enthusiastically attend class worship and comment on the very special nature of the involvement of everyone attending. The programme for collective worship is extremely detailed and thorough with excellent planning and organisation. It contains a wide range of themes that not only encompass Christian values effectively but through the integration of PSHE and SEAL it also addresses the pupils' social and moral development. Copies of the worship theme and accompanying presentations are distributed to teachers to support extension work in class and reinforce both meaning and content. Pupils are regularly given the opportunity to comment both formally and informally on their experience of worship knowing that their responses help inform future developments.

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

The Christian commitment of the head teacher, deputy, senior management team and governors contribute significantly to the success of the school. Parents see the head teacher's role as pivotal. One remarked, 'He cares for and knows everything about his children.' There is also a real feeling of a strongly-knit team at work. This is enhanced through the effective working partnership between the school, church and community that includes liturgical and other services led by the children and enthusiastically attended by parents and the wider community. The school is also supported through prayer from the church. Other activities such as the Summer Fun Day, Quiz Night and participation by children and staff in the annual 'Walking Day' demonstrate the school's strong sense of belonging to the church and local community. The governing body is very good at providing support and encouragement although they have yet to fully develop their monitoring role. They are therefore not providing an effective challenge for the school regarding its distinctive Christian ethos. Future school leadership is developed through in-service training but this provision is currently limited to senior management and needs extending to all teachers. Foundation governors understand their particular responsibilities and fulfil their role in supporting church and school links very well. The school's promotion of community cohesion is very impressive with many effective links with the local community. It is in a good position to develop these further on a wider national and international basis.