



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Burgh-le-Marsh St Peter and St Paul Church of England Primary School

Wainfleet Road
Burgh-le-Marsh
Skegness
Lincolnshire
PE24 5ED

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lincoln

Local authority: Lincolnshire

Date of inspection: 3 March 2016

Date of last inspection: January 2010

School's unique reference number: 120566

Headteacher: Sarah Smith

Inspector's name and number: Patricia Ruff 537

School context

St Peter and St Paul Church of England Primary School is a one form entry primary school in the small market town of Burgh-le-Marsh. It is close to the large coastal town of Skegness. Local demand in 2012 required the school to increase to two form entry consequently there is currently two Year 3 classes. This has impacted on staffing structure, accommodation and resources. Almost all of its 230 pupils are White British. The proportion of pupils eligible for free school meals is lower than average. A significant number of pupils have special educational needs.

The distinctiveness and effectiveness of Burgh-le-Marsh St Peter and St Paul as a Church of England school are good

- Ambitious and determined leadership of the headteacher, well supported by senior leaders, continues to drive and inspire the vision of this Christian community.
- A deeply rooted Christian ethos has a significant impact on all members of the school community creating a positive and inclusive learning environment nurturing all learners.
- Strong and supportive relationships, grounded in Christian values, reflect a shared purpose.

Areas to improve

- In collective worship and RE deepen learners' understanding of the person and teachings of Jesus Christ and widen understanding of key Christian concepts and beliefs.
- With the full involvement of foundation governors, ensure rigorous monitoring and evaluation of the work of the school as a church school informs strategic development.

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

The Christian character of the school is strongly reflected in the high quality of relationships existing between all members of the school community. There is a shared understanding by all groups of, 'striving for excellence together in a caring Christian community'. This vision is daily lived out in all areas of school life. It is explicitly driven by the core values of respect, compassion and courage and set in the context of British values. Learners are increasingly able to reflect on how these values relate to their lives and the lives of other people including those from different cultures and traditions. Spiritual, moral, social and cultural (SMSC) development is a major focus and central to the broad and balanced curriculum. Its provision is enhanced by the range of visits and visitors to the school each widening learners' understanding of diversity. Since the last inspection there is an increased focus on the range of faiths found within the community. Dedicated annual cultural diversity weeks deepen learners' understanding and respect for the lives and heritage of others. This experience encourages families from all faith backgrounds or none to get involved in the life of the school. All members of staff act as good role models and learners of all ages demonstrate excellent behaviour towards each other and adults in school. This is due to the well embedded core values which impact strongly on day to day actions in and around the school. There is a strong emphasis on the development of the whole child within a safe and inclusive environment. From low starting points on entry there is a focus on personal, social and emotional development (PSED) and communication skills. Learners receive targeted support as they move through school. This enables expected or better rates of progress by the end of Year 6 in reading and maths. Learners say they enjoy school and readily identify work from across the curriculum of which they are proud. As a result attendance is good and there have been no permanent exclusions in the last three years. Families from a wide area actively choose the school for their children because of its strong Christian ethos and its good reputation for nurturing all learners and supporting individual needs. RE makes a good contribution to the Christian character of the school. Together with collective worship it is enabling learners to have a growing understanding of the Christian story. Learners are able to link Jesus' time in the desert with Lent, explore big questions in relation to the creation story and share their understanding of God. The school recognises that learners' understanding of concepts such as Incarnation and Pentecost are not as secure. Learners enjoy extending and exploring their knowledge of the Christian story through extra-curricular activities. The God's Zoo club, led by the parish priest and 'Rock Solid' led by the Baptist team further contribute to learners' SMSC development.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school community and well supported in its delivery by clergy. Since the last inspection regular monitoring and evaluation has impacted positively on the quality of worship. Learners gain a sense of occasion through carefully chosen music, the lighting of the candle and use of Anglican liturgy. Christian and British values provide the central thread to worship themes in the context of the church year and social and emotional aspects of learning (SEAL). Learners of all ages demonstrate high levels of participation confidently making contributions and increasingly making connections between Christian values and Biblical teaching. Talk partners are used well to ensure all learners engage and are supported in the exploration of concepts such as compassion and self-sacrifice. They have a growing awareness of God as Father, Son and Holy Spirit. Learners are confident to voice their understanding and thoughts. Singing is enjoyed as an integral part of daily worship and does much to enrich the experiences of all those present. Learners routinely lead worship during weekly celebration assemblies where they are well supported by parish priests. The Bible has a prominent place within worship and learners regularly use a variety of carefully selected Bibles within their classroom settings. This experience enables learners in Key Stage 2 to explore challenging questions for example in relation to creation and to gain a deeper understanding of

the Christian story. Reflection has been a focus for development since the last inspection with talking books used well to capture responses from learners across the school. Explicit reflection areas are well used by learners who value time and space for quiet thinking and personal prayer. They show particular pride in their involvement in one such area where a carved reading tree now proclaims and celebrates core Christian values. Prayer is used well throughout the school day including at lunchtime and at the end of the school day. Learners know The Lord's Prayer and understand the purpose of prayer as talking and listening to God. The school's regular use of the parish church as a place for school worship is well supported by families and the church community. Each occasion, at times of celebration and remembrance, reinforces learners' understanding and experience of Christian festivals and Anglican practice.

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

School leaders, including governors, have sustained a deeply rooted Christian ethos resulting in a supportive, inclusive and welcoming school community. The vision and values of the school are promoted well through a broad and balanced curriculum. School leaders and staff have a relentless focus on improving outcomes for all learners 'within the context of Christian beliefs and practices'. As a consequence, under the ambitious and determined leadership of the headteacher, the Christian character of the school impacts strongly on learners' personal and academic development. Governors, in particular, support the well-being of all members of the school community. Foundation governors provide strong spiritual and pastoral support to all members of staff. The headteacher and deputy headteacher monitor and evaluate the work of the school effectively and are clear about priorities for development. Middle leaders responsible for PSHE and RE make a significant contribution to developing the distinctively Christian vision of the school. Governors are regularly involved in the life of the school and support the school well. However, they acknowledge there is a need to enhance their involvement in the strategic development of the school as a church school. Pupil voice through the school council, team captains, young leaders, junior road safety officers and police cadets is strong. Through their work they promote core values and contribute to the delivery of collective worship. This involvement is instrumental in enabling learners to grow in confidence as active partners in school development. Partnerships with the local clergy, the broader church family and the wider community are well established and impact positively on the work of the school. Support from the diocesan education team and local church schools is providing both networking and effective preparation for leadership of church schools. The arrangements for RE and collective worship meet statutory requirements. The development issues from the previous inspection have been successfully achieved.

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