

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bryn St Peter's Church of England Primary School

Vision

Together with God, Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

'And in him you too are being built together to become a dwelling in which God lives by his Spirit.' Ephesians 2:22

Bryn St Peter's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The well-considered Christian vision is based on deep understanding of the needs of pupils and the context of the community. As a result, it supports the flourishing, in body, mind and spirit, of pupils and adults.
- In strong partnership with its local churches, the school is a transformative presence at the heart of its community. Leaders build on a long-established foundation of Christian commitment to offer care and support to pupils, staff and families.
- The wellbeing of all is a high priority for leaders, including the governing body. Provision of highly effective pastoral care enables needs to be identified early and help to be adapted for individuals.
- Inspirational collective worship is highly valued as a shared experience by pupils and adults. This leads to rich opportunities for the spiritual nurture of the whole school community.
- The well-constructed curriculum, and broad extra-curricular offer, are shaped directly by the school's inclusive and holistic Christian vision. Together, they shape young lives, providing aspiration and hope for the future.

Development Points

- Embed the shared understanding and language of spirituality across all areas of the curriculum. This is to ensure that opportunities are identified and used effectively to support pupils' spiritual development.
- Provide more structured opportunities in religious education (RE) for exploration of non-religious worldviews. This should enable pupils to develop a deeper understanding of how belief impacts the lives of people around the world.
- Develop regular evaluation of RE curriculum monitoring activities by leaders, including the governing body. This is to support the identification of areas for development and to ensure continued improvement in provision.



Inspection Findings

The school's Christian vision is fully inclusive, holistic and aspirational. It is built on the principle that flourishing in life is best achieved 'together' in community. The strong sense of purpose is guided by the life, values and teaching of Jesus. This is reinforced by long established partnerships with local churches of different denominations and the Girls' Brigade. Members of these organisations run activities such as 'Experience Harvest'. They model Christian values and deepen pupils' experience of belonging. The vision supports leaders in building the future of pupils and staff by laying firm foundations. Success in this is evident across many activities of the school. It contributes to the careful nurture of pupils and adults and the transformative role the school plays in the community. Leaders understand the local context well and provide a rich combination of support and challenge in response. They set high expectations and encourage the development of the skills necessary for achieving success. These include a wide range of extra-curricular activities for pupils, and high-quality professional development opportunities for staff. The governing body is fully involved in the life of the school. It demonstrates commitment to the vision through support for leaders, allocation of resources and creative strategic planning. This includes careful consideration of succession planning for key roles.

The Christian vision encompasses all aspects of life with an equal focus on developing body, mind and spirit. The well-constructed curriculum, and broad extra-curricular offer are shaped by the aim in the vision to 'build our future'. Creative use of quality reading texts raises themes that support links with learning in other subjects. This prompts regular discussion which develops confidence in the expression of thoughts and opinions. For example, the theme of 'sowing the seed' encourages exploration of what is necessary for physical and personal growth. This, in turn, supports the development of pupils' responsibility for their own learning. Staff have a shared understanding and language of spirituality. This is used subtly to direct pupils to explore fundamental questions and nurtures their spiritual development in some lessons. However, this is not used consistently across the whole curriculum. Those pupils with Special Educational Needs and/or disabilities (SEND) are fully included and given access to all learning opportunities with their peers. They are supported by well-trained adults and often by fellow pupils. Leaders provide an impressive range of opportunities for pupils to learn new skills. Considerable effort is made to encourage pupils to learn musical instruments and participate in a wide range of sports.

Daily collective worship is a unifying, shared experience for both pupils and adults. Leaders ensure that the whole school community feels welcome and comfortable in worship. As a result, pupils and adults are inspired and encouraged in their individual spiritual journeys. They are gently challenged by important questions such as, 'How can you bring peace into the world?' Activities related to worship themes are given to pupils to complete at home. This encourages discussion and invites families to share in the worship life of their children. School is well supported by leaders and members of several local churches. This adds a diversity of Christian tradition to the experience of worship. Exuberant singing with members of the evangelical church is enjoyed as a powerful example of the expression of thankfulness. The school provides many opportunities for quiet reflection and prayer. Reflection areas in classrooms prompt pupils to consider themes and questions beyond times of collective worship. The 'prayer shed' is used by many pupils for whom praying is a natural part of their daily lives.

The wellbeing of all is a significant priority for leaders, including the governing body. The provision of full-time pastoral support is evidence of this commitment. The focus on supporting families helps to prepare pupils well for life and learning in school. In turn, this supports staff and the wider school community, by reducing absence, negative behaviour and disruption. Leaders have a thorough knowledge and understanding of the needs of pupils



and staff. This is a result of trusting relationships, enabling issues to be identified early and supported in good time. Close work between pastoral and SEND leads, who meet regularly with class teachers, ensures careful monitoring of specific pupil needs. Staff work closely with local agencies and providers to enable access to specialist help, such as counselling, when necessary. In times of crisis, the strong and caring culture serves the school community extremely well.

Strong emphasis is put on the importance of adults and older pupils modelling Christian values and positive expectations for behaviour. In this way a culture of individual responsibility pervades the school, from the early years upwards. Many opportunities are provided for pupils to build on this foundation by looking beyond themselves to helping others. The highly respected Year 6 buddies, RAVE group, sports crew and wellbeing ambassadors are very effective in supporting younger pupils. As a result, pupils starting at the school feel welcome and settle very quickly. Leaders give significant responsibilities to elected pupil representatives who demonstrate a range of leadership qualities. This includes conducting tours of the school during visits of prospective parents. Pupils are active in support of charities and organisations, including the local food bank and residential care home. Their understanding of justice and ways to respond to unfairness are well developed through planned opportunities in the curriculum. Pupils are motivated to take action, for example, in the causes of sustainable water supply and protection of endangered species.

RE is given high priority by leaders as an important academic subject. Those teaching RE across the school are welltrained and highly motivated. Pupils enjoy learning about Christianity and a range of world religions. Care is given to the relevance to pupils in the choice of religions studied. This is based on good understanding of the needs of pupils in the context of their community. However, there is less consideration of non-religious world views and the diverse ways in which belief impacts on people's lives. Evaluation by the governing body of RE curriculum monitoring activities, is not fully developed. This would help leaders to identify ways to improve provision and further support pupils' learning. The use of key questions in each topic provides regular opportunity for debate. This enables a good balance between gaining knowledge and developing personal perspectives. The curriculum is sequenced so that pupils return to some key concepts in alternate years to gain deeper understanding. Effective use is made of specialist visitors and local members of faith groups. They help to support pupils' understanding of religion as a daily reality in people's lives.

Information

Address	Downhall Green Road, Ashton-in-Makerfield, Wigan WN4 0DL		
Date	9 December 2024	URN	106438
Type of school	Voluntary Controlled	No. of pupils	195
Diocese/District	Liverpool		
Headteacher	Julie Alcock		
Chair of Governors	Michael Walker		
Inspector	Peter Barfoot		