



Leck St Peter's Church of England Primary School

Address	Leck, Carnforth, LA6 2JD		
Date of inspection	14 th November 2019	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119535

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

School context

Leck St Peter's is a primary school with 37 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 in line with national averages. The headteacher works at both this school and another local primary school which serves a nearby small village.

The school's Christian vision

We strive, through our Christian ethos and a broad curriculum, to welcome all children into our caring family. We will prepare pupils to be responsible and caring, global citizens of the 21st century. Our children will be guided and supported to achieve their potential as they are all of infinite worth.

'But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.' Galatians 5: 22-23

Key findings

- The school's vision and their use of fruits of the spirit underpins relationships at all levels leading to staff and pupils who feel nurtured, loved and supported in this caring Christian environment.
- Pupil's involvement in leading and evaluating worship is exemplary which makes a significant impact on their spiritual development.
- The prayer life of the school is given exceptionally high priority. Pupils and staff value prayer and comment on the difference it makes to their lives.
- Pupils have a good knowledge and understanding of Christianity through strong teaching in religious education (RE). They are less confident when discussing different faiths.

Areas for development

- Broaden and deepen pupils' knowledge and understanding of faiths other than Christianity to enable pupils to understand how they contribute to life in Britain today.
- Ensure that the new RE subject leader receives appropriate training and support to continue the high standards currently in place.

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

The new school vision and associated fruits of the spirit have a strong theological underpinning and are confidently expressed by leadership at all levels. The whole school community was involved in its development, which means that it reflects their context and all have ownership of it. The vision is at the heart of all decisions made in school. It has had a significant impact on ensuring that a broad and balanced curriculum is provided in this small school. Parents who have moved their children from other schools comment on the rich experiences that this school provides. This has made a huge difference to the development of their children. Partnerships between the school and families are highly valued and enable all to flourish in a spirit of mutual respect. There are good relationships with the local church and partner school. The diocese is used effectively to provide support and training. Governors have established systems for monitoring and evaluation and know their school well. They make effective choices to ensure continued school improvement.

In keeping with its vision and mindful of its small size and rural location, this school provides a tailored curriculum. This ensures that each pupil makes progress from their starting point. End of key stage data can vary enormously because of extremely small cohorts. The progress of each pupil is closely monitored. Appropriate support and challenge is given to enable all to develop and flourish as unique children of God. Whilst still relatively new, the vision is making a significant difference to the daily life of everyone in this school community. Attendance is high because pupils enjoy their lessons and feel valued and cared for in this school.

Pupils talk enthusiastically about charity events they have engaged in and why the charities have been chosen. It is evident that their actions are inspired by the school vision and the fruits of the spirit. A cancer charity was pertinent as pupils discussed the illness of one of their teachers. The pupils supported the Air Ambulance charity as they are aware of how this organisation can help their community. Pupils also make links to the teaching of Jesus. One pupil was convinced that Jesus' friends would have called the Air Ambulance to help them lower the paralysed man to Jesus.

Even the youngest pupils readily explore 'big questions' and understand that we don't always have the answers. They readily relate their learning to life in school and beyond. This has a positive impact on their all-round development. Pupils at this school are flourishing as confident, open-minded young people who understand they are intrinsically valued by God. They know that the staff here value them and they value themselves and each other. The staff are extremely well supported in this small church school. They spoke, movingly, of the support and love they receive from each other, particularly during times of grief and crisis. One member of staff said, 'I feel loved, valued and cared for. Jesus is present in the actions of those around me.' Inspirational Christian leadership, particularly from the headteacher, ensures that all relationships are grounded in love, forgiveness and reconciliation.

The number of pupils moving into the school is above local and national averages. There is a demonstrable culture of welcoming all here. This is particularly noted by families new to the school. One parent spoke of the positive transformation in her child since coming to this school. She commented, 'the culture here is underpinned by Christian values. He is now having the best possible start in life and I wouldn't want him to be anywhere else.' Pupils feel safe and happy in this nurturing school and form healthy, positive relationships. Whilst there is a predominance of White British families, pupils are aware of difference and diversity and that all are of 'infinite worth'.

Daily collective worship is central to the life of the school. The fruits of the spirit; love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control, are explored each week. Stories from the Bible are used to illustrate the 'fruit' and effective planning enables pupils and staff to apply biblical teaching to their own lives. All are involved in monitoring worship, with staff and pupils making notes on what went well and how it could be improved. Pupils are totally absorbed in worship and participate thoughtfully and enthusiastically. Time for reflection both individually and with partners reinforces the focus of worship and its application to life in the present. Singing enhances worship and brings a deep sense of both reverence and

praise to God. Whilst small in number, pupils and staff sing with passion and joy. Parents comment that children often sing hymns at home. The school has been proactive in involving the wider Christian community in providing support for collective worship. These have included the local Methodist church, nuns from a priory and a Christian Union. Pupils enthusiastically talk of their involvement in planning and leading worship. They make links between things that concern them and God's concern for us. A pupil explained how their recent worship was about the melting polar ice-caps and how we all had a responsibility to care for the world God has created. Prayer is of immense value to the life of the school. Pupils confidently and articulately speak of how they use prayer and reflection throughout the day. They proudly show all the areas in school where there is space for prayer. Even the youngest pupils know that a special place is not required for prayer, with one pupil commenting, 'you can pray anywhere, God is everywhere'. Pupils regularly contribute to the prayer boxes around school and confidently use extemporaneous prayer during worship. The whole school community express how the prayer life of the school helps them, particularly during difficult times in their lives.

The handover to a new subject leader is contributing to effective succession planning for the leadership of RE. Through effective RE teaching, pupils are developing an appropriate religious literacy. The diocesan scheme of work has been adapted to meet the needs of this small school. 'Understanding Christianity' is used as a resource to support the teaching of RE. Pupils are able to talk in depth about a range of Christian concepts and engage with increasing maturity in discussions about Christian beliefs and practices. Pupils' knowledge and understanding of other religions taught is less secure. They enjoy their RE lessons particularly when they are given experiences to express their learning through drama, music and art.

The vision is effectively lived out in the daily life of this school, enabling all to thrive in the nurturing Christian environment.



The effectiveness of RE is Good

Regular monitoring by a knowledgeable and enthusiastic subject leader provides evidence that teaching and learning in RE is securely good. Assessment systems have been introduced to track pupils' progress and this demonstrates that standards are at least in line with national expectations. RE makes a significant contribution to pupils' academic and spiritual development, enabling all groups to flourish.

Headteacher	Kerry Stafford-Roberts
Inspector's name and number	Tracy Hallows 831