



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Brinnington St. Paul's Church of England Primary School

Brinnington Rise, Brinnington, Stockport, Cheshire SK5 8AA

Previous SIAMS grade: Good

Current SIAMS grade: Good

Diocese: Chester

Local authority: Stockport

Date of inspection: 15 October 2015

Date of last inspection: 29 April 2010

School's unique reference number: 106108

Headteacher: Joanne Harrington

Inspector's name and number: Anne B. Woodcock (445)

School context

The school serves the socio-economically disadvantaged community of Brinnington in Stockport. The majority of pupils are of White British heritage. Over half of the 268 pupils attract the pupil premium grant. The school supports a higher than average number of children with additional needs. The headteacher has been in post since September 2014, having been co-headteacher for the previous year. A recently completed building programme has provided new classrooms and facilities. Children benefit from small class sizes and high levels of support staff including a Speech and Language Therapist and Family Support Worker.

The distinctiveness and effectiveness of St. Pauls' Church of England Primary School as a Church of England school are good

- The headteacher's purposeful Christian leadership has inspired staff, governors and pupils to create a distinctly Christian school community.
- Strong, nurturing relationships, based on Christian love and hope, raise aspirations and support the needs of pupils and their families very well.
- Pupils' behaviour and attitudes are very good and are based on their understanding of Christian friendship, trust and respect.

Areas to improve

- Extend the opportunities for pupils to regularly plan and lead collective worship so that they develop their understanding of the nature and purpose of Christian worship.
- Ensure that the evaluation of collective worship is recorded in a way which leads to ongoing improvement.
- Use written evaluation and monitoring records to inform church school self-evaluation so that the process is more insightful and effective.

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

The school's Christian values influence all aspects of school life. Children say that their values help them to know how to treat others. 'Jesus gave us the values. We try to live by them because they make us better people,' explained a Year 6 pupil. Pupils' behaviour is very good because they strive to show Christian friendship and respect. All pupils are treated as valued individuals, special to God. The strong focus on pupils' personal development and emotional well-being is reflected in high levels of support. As a result, all are encouraged and supported so that they can 'be the best they can be'. Children enjoy and are challenged by their lessons, which they say are fun and interesting. The vast majority of children make good progress from their below average starting points, and standards of attainment continue to improve. Children are proud of their personal and school achievements. They accept responsibilities eagerly and talk confidently about the way in which they help others. Pupils' spiritual development is good because they have regular opportunities to reflect and express their ideas creatively. This was seen in a lesson where children studied and created abstract art on the theme of light, using Bible verses as inspiration. Regular outdoor learning activities help them to appreciate the natural world and understand their responsibilities for conservation. Pupils' spiritual, moral, social and cultural (SMSC) development is very well-supported by their work in Religious education (RE). They develop a respect for faiths and cultures other than their own. One Year 5 pupil explained, 'You need to learn about other religions so that you can understand more about God and why people worship in different ways.' Vibrant displays of pupils' work in RE reflect the significant contribution the subject makes to the school Christian character.

The impact of collective worship on the school community is good

Collective worship is a valued part of the daily life of the school. Children enjoy their worship experiences. 'Worship helps us to be at one with God,' explained a Year 5 pupil. Themes are firmly based on Christian values and Bible teaching. As a result, children have a developing knowledge of the Bible and the life of Jesus. They talk confidently about events in Jesus' life, linking stories with values such as friendship and thankfulness. Children have a growing understanding of the nature of God. 'God is the creator and Father of everyone,' explained a Year 6 child. 'It is hard to understand, but he is three beings in one with Jesus and the Holy Spirit.' Pupils behave very well during worship. They are engaged and responsive, particularly when involved in helping to act out a story or read. However, at present pupils have limited opportunities to plan and deliver aspects of worship regularly. Prayer is an important feature of worship. Pupils know traditional prayers such as the Lord's Prayer and they use prayers at different times of the day. The prayers displayed on the prayer tree reflect pupils' understanding of the purpose of prayer. Many are used by children during worship. Time is given for reflection and pupils make increasing use of the classroom reflection areas. Pupils' personal development and spiritual growth is now supported by strengthened and meaningful links with the church. The vicar is a regular visitor, leading worship each week and meeting with children and staff. He has contributed significantly to collective worship planning and monitoring. Worship is effectively recorded and now includes pupil feedback. However, the informal systems used by staff and governors do not yet inform future development or provide sufficient information about the impact of worship.

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

All members of the school community recognise the impact of the headteacher's vision and substantial development of the school's Christian character. Parents explain, 'You can feel the Christian character and see it in the displays of values and way children behave.' Although a significant number of governors are new to the role, they support and challenge the work of the school. Governors monitor lessons and worship. However, at present such actions do not

accurately inform evaluation processes. The school recognises that more formal processes, which also engage parents, are needed. Collective worship and RE policies have been renewed with the support of the vicar, addressing issues from the previous inspection. However, as there has been insufficient time for these to be fully evaluated, the impact of changes is yet to be assessed. RE and collective worship are very well-managed and contribute significantly to the school's Christian distinctiveness. Church school issues are included in school improvement planning. Governors ensure that the needs of all pupils are met through the effective use of additional funding and support. Evidence of this is seen in the way in which the school funds a Speech and Language Therapist and Family Support Worker to support pupils with language delay and social and emotional needs. The school and church now work together closely, resulting in significant improvements in worship and RE. Parents are particularly encouraged by the deepening church links. Links with the Werneth cluster of church schools and the diocese support aspects of leadership, governance, staff training and curriculum development. Links with the local community are strong. Pupils are proud of their work on the 'Big Local Project', finding ways to improve their community. They raise money for local and national charities such as Children in Need, explaining that, 'We help other people because that is what God wants us to do. You hold out a hand to others.'

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