

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lower Peover Church of England Primary School			
Address	The Cobbles, Lower Peover, Knutsford, Cheshire WA16 9PZ		
Date of inspection	29 November 2018	Status of school	Voluntary Aided Primary
Diocese	Chester	URN	111337

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

Lower Peover is a primary school with 203 pupils on roll. The school has a very low level of religious and cultural diversity and 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 (SEND) is in line with national averages. The headteacher is an associate school improvement adviser for the local authority, currently supporting five schools.

The school's Christian vision

'Whatever you do, work at it with all your heart, as working for the Lord.' Colossians 3: 23
With the Lord by our side, we strive for excellence in everything we do; aiming to achieve highly within our spiritual community. Working together under God's guidance, we endeavour to become the best that we can be in our school, where the Christian faith is taught, experienced and lived.

Key findings

- The exceptionally strong, dynamic leadership of the headteacher has created a vibrant, deeply Christian learning community in which every member flourishes. Dedicated staff and highly skilled governors share the inclusive Christian vision which inspires and directs all aspects of school improvement.
- Pupils' excellent behaviour and extremely positive attitudes to life and learning reflect their understanding and application of the school's well-established core Christian values.
- Pupils' outstanding spiritual and personal development results from the experiences provided through the highly creative curriculum, excellent religious education (RE) and outstanding collective worship.
- Inclusive, nurturing relationships, based on Christian compassion and service, inspire and support all members of the community.
- Extremely strong, mutually beneficial links with the church and diocese contribute significantly to the school's distinctive Christian character. They impact positively on the spiritual life of all members of the school family.

Areas for development

- Extend pupils' experience of alternative styles of Christian worship, so that they can more fully understand the different ways in which Christians across the world worship.

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

Lower Peover's vision is founded upon deeply embedded Christian values and rooted in gospel teaching. It is highly inclusive, ensuring that all are valued and supported so that they can make the most of their God-given talents. All strive for excellence inspired by Christian hope and wisdom. As a result, pupils develop a deep love of learning and respect for all in God's world. Leaders are totally committed to continuous improvement, seeking to ensure that they provide the best possible learning environment and educational practice. Christian values are seamlessly woven through the innovative, highly creative curriculum. The staff's description of their school as a 'hub of excitement and excellence' is confirmed by visitors who immediately sense the joyful learning atmosphere. Staff morale is extremely high because all feel valued, respected and supported, professionally and personally. Their wellbeing is promoted at all levels. They are always willing to 'go the extra mile' for pupils. This is confirmed by parents who are overwhelmingly supportive of the school. They recognise that staff work tirelessly to achieve outstanding results. Parents also realise that staff never sacrifice the nurturing and pastoral care which supports their children, especially at times of family crisis. All staff benefit from professional development opportunities. This supports middle leadership and the development of future school leaders exceptionally well. Partnerships with the diocese and clusters of schools support staff and governor training. As a centre of excellence, the school supports other nearby community and church schools. Leaders have secured outstanding leadership of RE and collective worship. As a result, both make substantial contributions to the school's Christian distinctiveness and performance. Senior leaders and governors have established a thorough, extremely effective self-evaluation process. They therefore know the school remarkably well. Through regular monitoring visits and meetings with staff and pupils, they have a very clear idea of school performance, achievement and the way in which the vision is being lived out. Rigorous monitoring and evaluation systems ensure that pupil progress is tracked and individual needs identified and supported. As a result, all aspects of school improvement are successfully driven by the shared Christian vision.

The school's impressive standards of attainment are the result of consistently high quality teaching targeted to meet the needs of all pupils. Governors ensure that financial and human resources are wisely and effectively used to actively promote inclusion at all levels. For example, a member of staff has recently been trained as an emotional language support adviser to support pupils' mental health and wellbeing. As a result, all pupils, including the disadvantaged and those with special needs and/or disabilities, make very rapid progress from their starting points, consistently achieving results well above those attained nationally. Pupils' strive to meet the high expectations of their teachers, whom they respect and trust implicitly. They thoroughly enjoy all that the school offers, benefiting from an exciting curriculum designed to develop key skills and foster creativity. Frequent outdoor and creative learning stimulates pupils, inspiring them to question and analyse ideas and beliefs at a remarkably mature level. They are highly reflective and thoughtful learners, well used to expressing their ideas through art, music, drama and prose within an atmosphere of trust and acceptance. An example of this is the outstanding debate and persuasive writing produced by Year 6 when comparing the creation story of Genesis and scientific theory. Vibrant displays across the school reflect the way in which pupils use their creative skills to express emotions and ideas. The outstanding quality of their art and prose is testament to the school's unique approach to the curriculum. It provides an outstanding vehicle through which pupils develop spiritually and personally. Themes studied in RE and collective worship are also explored across the curriculum. As a result, pupils have repeated opportunities to raise questions and deepen their thinking. The classroom reflection spaces, together with exemplary RE floor books, demonstrate the depth of their thinking in response to questions related to prejudice, social injustice and conservation issues. In RE pupils deepen their learning about faith. Visits to places of worship such as a synagogue and mosque, help them to understand the diverse nature of belief. Outstanding teaching supports the development of key skills and challenges their thinking. Excellently presented pupil work books, floor books and displays reflect the depth of their responses, as well as the skills developed through imaginative approaches.

Collective worship is the heartbeat of the school. Pupils' attitudes are extremely positive because they feel fully included and involved. Themes are firmly based on Christian values and the life and teaching of Jesus. As a result, pupils talk confidently about Jesus' teaching and its implications in their own lives. 'The stories we hear teach us how to be good Christians and follow in Jesus' footsteps,' wrote a Year 6 pupil in an evaluation. They make highly effective links between Christian values and their own actions. For example, members of the school council and ethos group explained that they support charities such as Cystic Fibrosis and Children in Need because Jesus taught how to share their gifts with those less fortunate. Pupils participate actively, helping to act out stories and responding to questions. The ethos group plan and lead worship and all pupils take responsibility for aspects of it

in class and church. This furthers their understanding of elements of Christian worship, fully addressing an issue from the previous denominational inspection. Pupils worship in church every week and Key Stage 2 pupils experience the Eucharist. The vicar leads worship each week and is a very regular visitor. Her visits to RE lessons support pupils' spiritual development. The school and church work harmoniously together, sharing resources and monthly family services. Pupils therefore have a thorough knowledge of traditional Anglican practices. However, their experience of different styles of Christian worship is limited. As a result, their appreciation of diversity within Christian world-wide worship is not so well developed. Prayer and reflection are key features of daily worship. Pupils write their own prayers for public and private use and they know the Lord's Prayer. Their personal and group responses to themes discussed are reflected in the imaginatively produced class worship books. The monitoring and evaluation of collective worship is exemplary. It uses frequent feedback from staff, pupils, governors and parents. This ensures that worship continues to have a very positive impact on everyone's spiritual growth.

All members of this vibrant Christian learning community are united in the belief that the school's Christian vision and values are lived out daily. This is transforming the lives of pupils and adults enabling all to flourish.



The effectiveness of RE is Excellent

Consistently outstanding teaching challenges and supports pupils' exploration of religious belief and practices. Highly effective, accurate assessment procedures ensures that all pupils, including the disadvantaged and those with special needs and/or disabilities, make good, often rapid progress. As a result, standards of attainment for all pupils are high, being well above national expectations.

Headteacher	Sharon Dean
Inspector's name and number	Anne B. Woodcock 445