



National Society Statutory Inspection of Anglican and Methodist Schools Report

Ireleth St Peter Church of England Voluntary Aided Primary School

Kirby Road,
Askam-in-Furness,
Cumbria
LA16 7EY

Diocese:	Carlisle	
Local authority:	Cumbria	
Date of inspection:	Thursday 19 th June 2014	
Date of last inspection:	11 th March 2009	
School's unique reference number:	112415	
Headteacher:	Mr. Iain Lewis	
Inspector's name and number:	Mrs. Anne B. Woodcock	445

School context

Ireleth St. Peter's is a very small school in the South Lakes. It serves the rural communities of Ireleth and Askam-in-Furness, with a small number travelling from Barrow and Dalton. The 46 pupils are from mixed socio-economic backgrounds and all are of white British heritage. They are taught in three mixed-age classes. Eight pupils are supported by the Pupil Premium. The school benefits from a recently built outdoor learning facility.

The distinctiveness and effectiveness of Ireleth St. Peter's Church of England Primary School as a Church of England school are outstanding.

- The very strong and mutually supportive relationships throughout the school which are based on a secure, shared understanding of Christian values.
- The explicitly expressed Christian character of the school demonstrated through excellent displays, signs and symbols and the many effective and much-used prayer corners and stations.
- The exemplary behaviour and attitude of pupils which reflects their understanding of Christian love, trust and respect.
- The strong links with the local churches and community.

Areas to improve

- Involve pupils in the assessment of their work in RE so that they have a clearer idea of what they need to do to improve.
- Develop a system for recording the evaluation of collective worship to further inform future planning and improvement.

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

Christian values are deeply embedded within the daily life of the school. They are clearly expressed and demonstrated by all members of the school family. Christian symbols made by the children are seen throughout the school, identifying its very distinct Christian character. Relationships across the school reflect Christian love, trust, respect and kindness. Pupils behave and work together extremely well. They say, "Everything here is to do with Christian values. We get along with and respect each other." The children have great respect for and trust in their teachers, saying that they are always there to help them and that they make learning interesting and fun. Children are highly motivated. They are very well-supported and all, including those with additional needs, make good progress. Standards of achievement and attainment are good. The children are articulate and confident. They express their ideas openly within an atmosphere of trust and honesty. Pupils' personal development is excellent. They are eager to accept responsibility and take great pride in their achievements. Pupils' spiritual, moral, social and cultural development is very well-supported. Teachers ensure that every opportunity is taken to reinforce Christian values and to provide for the spiritual dimension of learning across the curriculum. Very effective use is made of the school's extensive outdoor learning environment, particularly the 'Mermaid's Lookout', a purpose built environmental learning space. Children are highly reflective. For example, when considering the different ways of talking to God, pupils created texts and telephone conversations. Children fully understand the need to care for others and for God's world. For example, they participate in the beach clean-up in Askam and raise money for charities such as Children in Need and Macmillan. Pupils' understanding of other cultures is very well-supported by the school's established links with a school in India and through links with schools in contrasting parts of England.

The impact of collective worship on the school community is outstanding.

Collective worship is a highly valued feature of the daily life of the school. Pupils say that they thoroughly enjoy their worship experiences. They particularly enjoy the worship led by the headteacher and the vicar, explaining, "It's very creative and good fun and it makes you think." Children talk confidently about why they consider worship to be important. For example, one child stated, "It makes you a better person, teaching you to forgive, respect and love others." Collective worship is well-planned and firmly based on Christian values and Bible teaching. It is engaging and dynamic. For example, in the worship observed, which used a topical football theme, pupils of all ages were able to vocalise their feelings about how the world needs to work together. Pupils regularly participate in, plan for and lead worship. They select and prepare readings and prayers and help to act out stories. They sing with joy and enthusiasm. Time is given for reflection within collective worship and in the classroom. Children write and use their own prayers which are placed around the school in prayer stations. They also know traditional prayers such as the Lord's Prayer. The links with the church make a significant contribution to the worship life of the school. The church is used for festival services. Children's knowledge of Christian traditions and practices is supported through visits and worship led by a number of visitors such as 'Jester for Jesus'. They enjoy and value the different styles of worship the visitors present, as well as those held in other settings, such as the 'Mermaid's Lookout'. The impact of worship is monitored by staff and children regularly give feedback on specific worship events. However, the recording of the evaluation is not yet formalised and this is an area for development.

The effectiveness of the religious education (RE) is good.

Children enjoy and value their work in RE. They have a positive attitude, recognising that their work gives them the chance to 'think about hard questions.' Through their work in RE and the regular Bible Explorer sessions, children have established a good working knowledge of the Bible and the life of Jesus. They talk knowledgeably about the miracles Jesus performed and the parables he used. Lessons are well-planned and delivered by teachers who have sound subject knowledge. The balance achieved between learning about and learning from religion is very good. Children express their ideas and feelings honestly and openly. RE makes a significant contribution to pupils' spiritual, moral, social and cultural development. Through the study of Judaism, Buddhism and Islam, the children come to appreciate diversity, recognising that others worship God and live their lives in ways different from their own. "It is good to find out how other people act and worship God and to know about their customs," explained one pupil, "because then you won't offend anyone." The standards achieved in RE are good and pupils make good progress. The subject has a very high profile and is extremely well-managed. Significant improvements have been made in teaching and learning which have had a positive impact on children's progress. Assessment portfolios and pupils' work reflect the standards achieved as well as the breadth of exciting learning approaches used. Assessment procedures are well-established and effectively used. However, the school recognises that pupils should have a greater level of involvement in assessing their own work in RE, as they do in other core subjects, and this is an area for development.

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

The headteacher has a very clear Christian vision for the school which is shared and agreed by all members of the school family. Christian values permeate all aspects of the school's life, including management and governance. Governors, many of whom are new to the role, have a clear understanding of their responsibilities. They support and challenge the work of the school effectively, visiting regularly and monitoring RE and collective worship. Governors ensure that church school issues feature prominently in the school's development planning through their active engagement in the review and planning process. Issues from the previous inspection have been addressed. School leaders have dealt very sensitively with the recent challenges brought about through falling rolls, ensuring that the school continues to meet the needs of all learners and has the capacity for ongoing improvement. Well-planned staff and governor training is having a significant impact on current and future leadership. The strong links with Ireleth St. Peter's Church and Dalton St. Mary's Church make a significant contribution to the life and work of the school. The school is involved in a range of local church and community events such as the annual summer carnival. Parents are very confident that their children are well-supported and nurtured within a distinctly Christian environment. They welcome the many opportunities provided to share in the work and worship of the school, often acting as helpers and attending services in considerable numbers. The pupil voice is strong. The children are proud of the contribution they make to the life of the school, citing the introduction of a healthy tuck shop and the new climbing wall as outcomes of their deliberations. Children enjoy supporting their local community. For example, they entertain the residents at an old people's home and host special events in school such as Mothering Sunday and Christmas lunches.

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