



8th June 2018

Mrs Lynn Williams
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Alexandra Street
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Bolton
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Assessment Date: 7th June 2018

Summary

St Peter's CE Primary is a larger than average two form entry school with 390 pupils on roll, where the majority of pupils are of White British heritage. Attendance is currently 96.7%. The school is an impressive, inclusive learning environment where pupils and staff are encouraged to achieve their full potential, to develop as individual learners and to contribute to the inclusivity of the school and this also filters out to parents and the local community. St Peter's lives and breathes inclusion. All staff are happy to share their school and celebrate their vision for an inclusive and successful school and they feel part of '*St Peter's family*'. During the assessment I was able to experience the unique culture and ethos of this truly outstanding school. This is clearly encapsulated in everything that happens here, as a school and as a vibrant part of the local community. A school whose motto, '*Learn, Sparkle, Shine*' demonstrates everything the school believes in and strives to achieve. During the assessment it was clear to see in classrooms and on corridors with interactions between pupils, between pupils and staff and between staff that inclusion pervades every nook and cranny of the school. It is part of the very fabric of what happens in the school. I was impressed by the confident, respectful and happy pupils and by the shared vision not only of the Headteacher and the Senior Leadership Team but by all of the staff employed or volunteering in the school, who are committed to inclusion in its broadest and best sense.

It is clear to see that the pupils really enjoy coming to school. There is a superb sense of care and nurture within the school and the community surrounding the school where every member of the school is valued for who they are and what they might become. From when they enter usually to the end of Key Stage 2 the pupils make good progress and even excellent progress. Pupils who have special educational needs and/or disabilities and pupils who are eligible for the pupil premium also make good or outstanding progress. The school is focused on improving the attainment and wider outcomes for all pupils and not just promoting the learning of the lowest achievers. This can be seen by the fact that they employ a Family Support Worker/Outreach Worker for 30 hours a week to support pupils and families in 1:1 sessions, visits home and group work to ensure more successful outcomes and to help build even more effective

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relationships between the school and families, alongside learning mentors. Other initiatives include the Sunflower club after school to develop self-esteem in identified pupils; the employment of a HLTA who has a specialism in Art and Design who delivers to pupils in the school and also delivers training to other schools and pupils and the evidence of her influence is evident in classrooms and corridors around the school; Golden Club a nurture provision at lunchtime for KS1 pupils and some at KS2 and their involvement in the nationally recognised Children's University Scheme that has begun to be developed this year.

Teachers plan very carefully to identify and meet the needs of all pupils utilising the skills of the support staff who are highly skilled and work as key professionals alongside teachers. There is a very rigorous monitoring process including formal classroom observations, scrutiny of pupils' work and of teachers' planning as the school continues to provide high quality provision across the board. There are superb relationships between the pupils and the staff and every member of staff is a positive role model for pupils modelling the behaviour which they expect. There is very much a family feel to the school and its community. Behaviour in classrooms, around the school building, outside in the small, but well maintained and equipped play areas is exemplary, pupils are extremely courteous, respectful to each other and to staff. There are excellent systems in place to support the children and their families. The school '*knows itself*' really well and has the highest expectations of all members of the school.

Adults employed at the school feel valued not only by the Senior Leaders in the school but by the pupils and their parents. They have access to high quality CPD whether through in-house or external courses. Teachers, and support staff work together as a team and support for children in the classroom is exceptional. Physical access in and around the school is excellent. Classrooms and corridors are bright and do not feel enclosed and they are full of attractive displays of children's current work. The school building is clean and well decorated and together with the outside areas is free of litter. Pupils and staff use computers, laptops, iPads and interactive whiteboards to effectively support learning. The school is very well resourced with good quality teaching and learning materials and pupils were seen to be able to access all of the resources they needed for their learning.

Parents and external partners spoken to during the assessment such as the advisor from Bolton Behaviour Support Service, which the school has an SLA with, were exceedingly positive about the school. The advisor has worked closely with the school for a number of years and felt the school was excellent at identifying need and intervening at an early stage to ensure issues are resolved and felt her work with staff, pupils and families was valued and that she felt part of the team, a fantastic accolade from an external professional. Parents felt that it is an open and honest place, where they feel comfortable, listened to and valued and where not only will children be supported but they know they will be supported as a family. The parents were very clear that they felt the school is an exceptionally inclusive environment for their children and that they would not consider any other setting. They said that they always receive a very warm welcome and that staff willing to discuss any issues and support their children. School communication with them is very good and the school is proactive in letting them know how well their child is doing without them having to ask for the information all the time. In fact, there are multiple opportunities for families to visit the school and see their children's work. It is very clear that the school places the highest value on the

relationship it forms with the families it serves, as it realises the benefits of engagement for their pupils. This is reinforced by the school being awarded the Leading Parent Partnership Award in November 2107 reflecting their excellence in relation to their work with parents and families in the community. They should be justifiably proud of their work in this respect.

School governors are highly effective and visit the school as often as possible and are well informed about the work of the school and the progress that the children are making. Governors support the school effectively and are knowledgeable about the strategic plan for the school. They understand their role and use this to drive and hold staff accountable for the progression of the pupils at all levels. The Governing Body is fully involved and integrated into the life of the school, actively promoting the inclusion policy of the school. They are well trained and knowledgeable about the school and provide both support and challenge to the school. They know that their contributions are valued by the school.

St Peter's was deemed as '**Outstanding**' during their most recent Ofsted inspection in February 2016 where they stated, '**There is a relentless drive and ambition at all levels in the school to provide the best possible life chances to all pupils. Success is not only measured in the significant progress that the pupils make in their learning but also in their personal development and growing maturity**'. They also stated, '**The high-quality teaching across the school ensures that pupils develop the skills they require to access their learning. As a result, they make very good progress and are very well prepared for secondary school**'. I wholeheartedly agree with these statements from the evidence seen during a learning walk and discussions with all stakeholders during the assessment, and that I agree with the school's assessment that 100% of teaching is good or better. The school is constantly looking at ways to develop for the benefit of the pupils, parents and the community that it serves. In many respects this is due to the aspirational and inspirational leadership of the Headteacher and her team. All staff have a clear vision for the school and their pupils and a relentless determination and drive to succeed. Pupils demonstrate an enjoyment of learning about themselves and the world around them, again clearly seen during a learning walk around the school. The behaviour and safety of all pupils is outstanding as I can attest to from the numerous interactions observed during the assessment in classrooms, on corridors and at breaks and lunchtime and in conversations with representatives of the School Council and Shine Team. The staff provide a happy, caring and stimulating environment in which every pupils' uniqueness is celebrated and they can grow to fulfil their potential, evidence of which I clearly saw time and again during the assessment. They are committed to inclusive education in its widest and broadest sense and they work extremely hard to provide a fully inclusive learning environment where they celebrate diversity and difference and where pupils are treated as equals.

This is a true community school as evidenced throughout the review from discussions and conversations with pupils, staff, parents, governors and an external partner who spoke so openly about **their** school and about the superb inclusive ethos of the school. Inclusion is not an additional part of the curriculum but is ingrained in the ethos and culture at the heart of the school and part of everything that happens, where staff, governors, pupils, external agencies and parents work in partnership to ensure the best for all. The school is an extremely friendly and welcoming learning community within a bright and airy building that has recently been refurbished and extended that is fit for

21st century education, where they make the most of their limited outdoor learning areas. St Peter's is a vibrant ever-changing and developing community with a happy, family-orientated environment where exciting things happen in and out of the classroom. This is a school where pupils are listened to and valued, they feel they belong and continue to achieve and grow as individuals, this was clearly demonstrated time and again in all areas of the school and in discussions with all stakeholders.

The school is focused on improving the attainment and wider outcomes for all pupils, but within this framework there is also a commitment to staff well-being and nurture and a rigorous but supportive PM system. There are excellent relationships between the pupils, the staff and the Governors who are very much a part of the school. Leadership at St Peter's is inspirational and aspirational, coupled with extremely professional, highly motivated and enthusiastic staff with a great passion for teaching and for the development of all pupils. There is excellent use of pupil premium funding and tracking to support vulnerable pupils, alongside superb support for staff and pupils at all levels, including training and CPD as appropriate. There is a calm but vibrant feel to the school within an enjoyable, happy, nurturing and purposeful learning environment that sets the tone for teaching and learning. In my opinion from the evidence of the assessment the emotional and educational support for all pupils and the staff is an outstanding feature of the school and is a key element in its success and why it is valued not only by the local community, but by the staff and the pupils with a staff who regularly go beyond what is expected to ensure successful outcomes for the children and families. Staff morale is exceptionally high and excellent relationships were evident throughout the visit between staff, pupils, parents and governors. There is very much a family feel to the school where everyone works to support each other to achieve the best for themselves and the pupils in their care.

After a thorough and rigorous assessment process, I am of the opinion that the school fulfils the requirements and standards required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Status. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Element 1 – Inclusion Values of the School

At the heart of St Peter's is their motto '*Learn, Sparkle and Shine*'. This encompasses their belief that the school is not only dedicated to academic achievement, but also to developing their pupils holistically. The staff have a 'can do' approach and recognise that all pupils have very individual needs that need to be embraced. Pastoral support is of a very high quality at St Peter's and was judged to be outstanding by OFSTED a fact I can attest to from the evidence of the assessment. There is also a high level of support given to children from outside services. The school, its staff and governors recognise the importance of developing every pupil in its care from whatever starting point they are at. The school is totally committed to giving all pupils opportunities to fulfil their potential and to access a broad and worthwhile academic and social curriculum.

Whole school improvement is driven by pupil progress outcomes and is focussed on removing barriers to learning for all pupils. Praise and positive reinforcement is advocated throughout the school and there is a clear expectation for all staff about the way in which pupils are expected to be treated.

As part of their inclusive ethos the school is committed to supporting other schools locally and is a national support school. The Headteacher is an NLE and there are three SLES, one of which is a SEND SLE. Each half term there is a whole school theme which is at the heart of all the assemblies and worship. All pupils can articulate the theme and it is displayed in each class. The sunshine of values is also displayed around school, which identifies the values they feel are important for their school community.

Inclusion is very much at the heart of everything that happens at the school. This is a school which strives for all children to have a strong sense of belonging within the school community and one that from the evidence of this assessment I can wholeheartedly say that they achieve. It is clear to see that staff work tirelessly to ensure that parent/carers are valued stakeholders in their children's primary experience. The school achieves this by developing reciprocal partnerships with all stakeholders including parent/carers and capitalising on the power of their parents and hearing their voice and with other schools and institutions such as a link with Farnworth Care Home and St Teresa's Catholic School in Little Lever, Maxton House a Residential Home, and further afield in Kenya where Year 2 and year 4 are currently developing links through a pen-pals project with Pavilion Children's Home in Iten through the Gathimba Edwards Foundation and with Mahali PA Watoto School near Nairobi both in Kenya. The school is also involved in sponsoring a child from Bangladesh through World Vision, across the school with each class having an Arjuma display in class showing recent photos and updates about her, fantastic opportunities for pupils to broaden their understanding of the world and different cultures that I hope will continue to expand and develop in the future.

Parents are invited to celebrate the successes in their children's learning through a wide variety of opportunities and they are also encouraged to attend school events and encouraged to consolidate in-school learning through homework and reading.



Strengths:-

- St Peter's has a clear view of its purpose and is a school in which inclusion lives and breathes and is ingrained in the structure and ethos of the school. There is a very clear vision for the school that begins with the Headteacher and Governors central to which is inclusive practice, which every single member of staff willingly buys into.
- The curriculum provides excellent, appropriate, engaging experiences and consequently pupils are enthusiastic about, and engaged in, their learning. They are offered a wide variety of different experiences both in the classroom and outdoors to support their knowledge and understanding of different cultures and beliefs. They have a programme of assemblies, events and experiences designed to support this.
- Pupils make good, and at times better, progress due to the teaching, monitoring and tracking they receive. This is underpinned by the staff knowing the children exceedingly well. Data is carefully analysed and used to inform planning and intervention groups, where pupils are not making the expected progress.
- Pupils are well motivated and engaged in the tasks set. They worked well independently and in groups.
- Amongst the pupils there are a range of needs and through high quality teaching and support for all learners, individual needs are met, and good or better progress is made by pupils. Pupil Premium funding is carefully allocated, and the impact monitored very effectively.
- Behaviour strategies are highly effective, and behaviour is exemplary, both in class and around the school.
- The Inclusion values of the school embrace the needs of parents, carers and all staff members as strongly as pupils. Parents and staff spoken to felt their ideas and suggestions were taken seriously.
- There is a superb level of personal support for pupils who feel able to approach any member of staff for help and they have a level of maturity that often enables them to support themselves and their peers. The school believes that pupils and families should be at the heart of their work and often go beyond what is expected to ensure they are included and supported.
- It was abundantly clear during the assessment that all adults working in the school are very happy, well-motivated and that they feel valued and supported. They demonstrate admirable responsibility for their pupils' welfare and progress, continuously seeking to improve their practice through high quality CPD provision.

Areas for development:-

- Continue to develop actions identified by the school as 'future plans' for this element.



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- Continue to develop links with other schools locally, nationally and Internationally. They might also consider adding a greater international dimension to the work of the school which already has some links with Kenya and, in the future, investigate the possibilities provided through the Comenius Project, the British Council and Connecting Classrooms.



Element 2 – Learning Environment, Resources and ICT

The learning environment at the school is light, bright and welcoming. The learning environment is very well organised to ensure opportunity for small group and individual learning where necessary. Classrooms across school are individually set up for the age group of the class to ensure that every pupil is able to access learning, ensuring that cognitive, physical, cultural and language differences are catered for. They encourage and celebrate a holistic approach towards learning, so all children's strengths are recognised. Each classroom is very welcoming and friendly and parents, carers and external visitors often comment on the ethos created by the staff. Displays are of a high quality reflecting the work of the pupils. The school is equipped to allow access to all. It is wheelchair friendly, including a lift to the upstairs area. Classes have access to extra teaching areas which allows good quality spaces for interventions and 1:1 teaching.

Resources are of the highest quality and support all pupils in their learning. Individualised resources are provided for those pupils who need them such as number lines, diennes, counters, multi-link, sound mats and alphabet charts are used in most classrooms to aid children's learning, particularly to help engage the SEN children. Helping hand baskets can be found in KS1. Each classroom contains a WAGOLL board - ***'What a good one looks like'*** and is used as a tool to inspire pupils to excellence in their work. Learning walls are also part of the displays within each classroom, an area of the classroom that displays 'prompts' to guide pupils to the basic building blocks for their English and Maths curriculum, an area of the classroom that really comes into its own during periods of independent work, allowing pupils to overcome problems that arise without one on one attention from the adults in the classroom. Magpie walls are also common place throughout the school, a display which encourages pupils to widen their vocabulary through peer to peer encouragement as well as through classic teachers' input. Teachers place on the magpie wall interesting and advanced vocabulary that the class come across during inputs in order that pupils might borrow from the magpie wall to build their own vocabulary when producing written work.

There are Smart boards in each classroom Laptops are available to take into classrooms for SEN children. The school has a set of iPads which are used for discreet lessons and are also used for cross curricular input. A range of apps are available, so all children are able to develop their basic skills such as the times tables app. Additional ICT is used to support children with dyspraxia and EAL.

The school has the Eco Bronze Award and is a Green Flag School, it is clear to see that the school recognises that one of their best resources are their support staff. They support all pupils both in class and through interventions. It was clear to see throughout the assessment both in discussions and in classrooms how effective, well trained and motivated they are and that they are held in high esteem not only by other staff but by the pupils they work with and their parents. It was evident during my visit that staff and pupils take pride in their school and their learning environment.

Strengths:-

- The internal environment of the school is bright and welcoming. Careful consideration of the needs of learners has been taken to develop and provide a calm



and attractive place where adults and pupils feel comfortable and valued. The displays reflect the inclusive ethos by celebrating the achievements of all.

- CPD is used effectively to develop staff knowledge, and training is tailored to meet the needs of the children.
- The learning environment at the school challenges, celebrates and facilitates learning for all pupils. It encourages independent learning for pupils and helps them to push boundaries by the use of technology when and where appropriate. A consistent approach to the learning environment across the school ensures that pupils both develop effectively as independent learners and experience a smooth and progressive learning journey.
- Support staff are highly effective and are well deployed, are very well trained and are involved in pupil planning, target setting and assessments. As well as a wide range of interventions available in school to support teaching and learning, social, emotional and behavioural needs. Provision is matched to need.
- Classrooms are appropriately furnished and very well resourced with equipment provided for those with identified needs to ensure that everyone can fully participate in their learning. The provision of resources is carefully considered and monitored to ensure that they are appropriate and well used.
- The school's website is of very high quality being informative, engaging and interactive. It is a resource that is used by all members of the school's community.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.



Element 3 – Learner Attitudes, Values and Personal Development

St Peter's values permeate and are at the very heart of the school, through the school's mission statement and their motto '*Learn, Sparkle and Shine*'. This shared ethos is highly visible around school and in the classrooms, reflecting the belief that the school is not only dedicated to academic achievement, but also to developing pupils holistically, pupils come to school to '*learn*', that they can all achieve and that there are the highest expectations for all to '*sparkle*', by recognising and celebrating the achievements of pupils in the school and wider community, celebrated during daily worship and shared with parents and stakeholders in their weekly newsletter. Pupils at St Peter's '*shine*' by representing the school in the wider community and by working towards the school's Christian values for personal development towards becoming good citizens of the future. Learners at St Peter's have a clear understanding of behaviour and expectations, and actively participate in their learning. Praise and positive reinforcement is advocated throughout the school and there are clear expectations for all staff and pupils about the way in which they expect to treat and be treated. Pupils are treated with complete respect and empathy. The school has adopted a Growth Mindset and can-do attitude where this idea is constantly reinforced around school and pupils can talk about the idea that hard work, determination and perseverance brings about success.

Learning is planned to cater for all year groups and takes into account the different needs of learners. Staff recognise that pupils have very individual needs and that these need to be embraced. Early intervention identifies issues and academic progress is monitored closely. The range of interventions the school provides is vast and the school has built up an excellent pastoral team to support pupils and their families in overcoming barriers to learning and achieving success.

School displays recognise and celebrate achievements actively promoting the school motto and reflecting their Christian ethos and values - love, hope, peace, friendship, trust etc. Regular extra-curricular activities are open to all and offer wide choices of experiences - take up is always high and often oversubscribed. Activities include sports, music, creative and social games. The school has a school council, shine team and eco team, these groups are designed to provide pupils with opportunities to share in the school values and ethos, voice their ideas and have their say about matters that are important to them. The school council's role is to be role models for others through displaying the school's values and taking the lead in making changes and improving outcomes for all. The shine team's role is to support the school in promoting the Christian values of the school and supporting staff in leading worship. The eco team's role is to promote children's understanding of caring for the environment and making healthy life choices and giving pupils a sense of responsibility and ownership. In addition, the majority of Year 6 pupils are given further opportunities for personal development as club and play leaders for the younger pupils and reading buddies for Year 2.

During a learning walk, through observations at social times I saw that pupils had a superb attitude to their learning and that staff led their learning so that it had the best impact on them. The school's inclusive ethos in this respect is embedded in everything that the school, staff and pupils do and is easily identified as you walk around the school. There is a superb sense of care and respect which is evident across the school. During the visit the pupils were exceptionally well behaved, fully engaged in tasks and



were a credit to themselves, the school and their families. The school should be justifiably proud of their staff and their pupils.

Strengths:-

- Pupils are extremely well behaved, polite and enthusiastic about school. It was a pleasure to meet and engage in conversation with such delightful children. Their behaviour during the assessment was exemplary.
- There is a very strong culture of mutual respect embedded throughout school where all pupils are fully included. The pupils whom I met during the visit were friendly and polite showing respect for each other and for adults. They are a credit to the school and a testimony to the whole school focus on the teaching and modelling of good manners. Pupils are positive about their school experience and are enthusiastic about the range of curriculum activities, educational visits, visitors and extra-curricular activities available to them.
- The school works very hard to create an environment where everyone can learn in an atmosphere of mutual support and respect. The school's inclusive values are reinforced during lessons, in extracurricular activities and in the playground.
- Pastoral support and safeguarding arrangements are extremely thorough and ensure that all children's needs are catered for and that children are supported through any difficulties they may face.
- The staff has a very good knowledge of the individual needs of all pupils. They understand their medical, academic, social and emotional needs and family histories, because of the outstanding inclusion and nurturing environment pupils feel safe and nurtured.
- Care and compassion is embedded within the ethos of the school. Tolerance and understanding of others is enhanced through many opportunities to learn about their own and other faiths and cultures.
- There is excellent extra-curricular provision before and after school with a very impressive participation rate.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.
- Consider using the 3m cloud Library App for electronic devices or similar App linked to the school's local Library to enhance reading opportunities for students. I would thoroughly recommend the use of the App.
- To investigate and consider involvement in the Adventure Service Challenge. The ASC scheme is a flexible, organised, progressive scheme of activity for young people between the ages of 8 and 14+.



Element 4 – Learner Progress and the Impact on Learning

Each year group is formally assessed termly, and the data is collected and analysed by SLT. The headteacher inputs the data onto trackers, which indicate the children who are on track, making accelerated progress and pupils who need to be targeted. The trackers also break down information into target groups so that staff have a clear understanding of progress in different groups over time. The staff are given the trackers and then complete pupil progress documents which indicate specific interventions which will be implemented the following term. Interventions are discussed with the head teacher, deputy head teacher and SENCO. Additionally, the school employ a number of staff who provide specific interventions such as Toe by Toe, Word Wasp and reading recovery. Interventions are closely monitored and evaluated termly in order to assess impact. Planning and books show a range of teaching strategies to engage children including role play, film clips, drama activities such as interviews, practical work, school visits etc in order to ensure pupils learn effectively. Planning also informs next steps for learning, so staff make use of formative data to inform future planning. Pupils and parents are kept informed of progress at formal parents' evenings. School data is shared with SLT and outcomes from this are used to inform the SIP.

The IQM Self Evaluation Report gives clear evidence of St Peter's inclusive practice, which I verified during the assessment. SLT set challenging targets for all pupils individually and for staff through a rigorous but fair system of performance management, ensuring high levels of accountability. As a result, pupils make good and better progress throughout the school. The School Development Plan and SEF are rigorously and tightly monitored to ensure that all pupils are achieving to the best of their ability. Attainment and progress are high on the school agenda. They provide quality first teaching,

Teamwork is a highly visible and palpable strength of the school. Outstanding working partnerships between teachers and support staff were clearly seen during the assessment and are evident across the school and support the learning needs of all. There is a superb quality of provision for all pupils at all stages of the school, that they should be commended for.

Strengths:-

- The quality of teaching is continuously reviewed. pupils are very well taught in their classes, with excellent differentiation and well-led use of classroom support staff. Marking is used effectively and supports learners in progressing to the next steps for them.
- Pupils have access to a variety of visual supports around the classroom. They know how to use these, and they do when needed.
- The school is meticulous in the way it tracks pupils and responds to their learning needs with interventions, changes in pupil groupings or 1:1 teaching, used as appropriate. The use of data to inform interventions is of a high standard.
- Early identification of specific learning difficulties is not seen as a barrier because the quality of normal classroom teaching and internal support is excellent. Barriers



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to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for learners so that progress can be made from each child's starting points.

- Most groups of pupils make at least good or better progress over time because of carefully designed interventions and support for individual needs. Where necessary intervention plans are put in place, used effectively and are then developed and shared with all stakeholders.
- Pupils are actively involved in the learning process and are extremely well motivated and enthusiastic. They are keen to be successful and all achievements are valued.
- There is a well thought out programme of activities for pupils that is ongoing throughout the year.

Areas for development:-

- Continue to develop actions identified in the School Improvement Plan for this element.



Element 5 – Learning and Teaching

Teaching and learning across the school consistently meets the needs of individual children. Staff at all levels in the school are committed to delivering quality first teaching to all pupils. The quality of teaching and learning has recently been judged to be 100% good or better. From the evidence of a learning walk I would agree with this assessment. This is something the school and staff should be proud of, the fact they provide such learning opportunities on a consistent basis.

Staff plan for their daily lessons along with interventions to ensure specific needs are met. Split inputs are used where appropriate to ensure the delivery meets the needs of the individuals in class from SEN to more able pupils. Planning clearly identifies the learning activities for groups of children; groups are not static they change depending on the needs of individual children to ensure their learning is well matched. All teaching staff are deployed to ensure they are being maximised fully to ensure that teaching and learning are meeting the needs of all pupils. In some classes there are two teachers to ensure teaching is fully differentiated to the highest level. In many classes the teaching assistants are confident and capable at delivering work planned by the teacher to groups of children to ensure that the delivery meets the needs of all children. Planning is needs based and SEN pupils are provided for through quality first teaching that is targeted at their particular level. The school promotes independence and therefore uses support assistants effectively. Staff adapt to different learning styles and the school acts on recommendations from other agencies with regards to purchasing resources e.g. tinted glasses for a child with visual difficulties. Pupils are actively engaged in learning. Behaviour for learning across school is outstanding. ICT is taught in a cross curricular approach and is used to enhance learning in lessons.

Safeguarding is highly effective, and updates ensure all staff are aware of current issues and school procedures. Governors hold leaders to account and set challenging targets for end of key stage pupil outcomes each year. Performance Management is used extremely well to improve teaching and to identify and spread good practice.

St Peter's puts Teaching and Learning at the heart of its agenda. They are committed to continually developing knowledge and understanding in all areas pertinent to education, so that teaching becomes outstanding across the board. The school encourages all stakeholders and supports them to reach their full potential. Staff passion for their subject shines through and pupils are actively engaged in their learning and in their lessons. Teaching is often lively, interesting and inspirational. Differentiation is effective because teachers know their pupils very well. Something I would attest to from conversations with staff and pupils and during visits to classrooms during the assessment. Classrooms are busy and happy places where pupils are focused on, and engaged in, their learning.

Strengths:-

- Excellent leadership of teaching and learning is a significant factor in the provision at the school. Rigorous monitoring of all aspects is undertaken ensuring that all policies and procedures are effectively implemented and that there is a focus on learning. Performance management procedures effectively support the drive for



continuing excellent classroom practice.

- Teaching seen during the IQM assessment was very good and at times excellent. Teachers have developed their practice through a love of what they do and through rigorous monitoring, evaluation and observations. There is a real pride within the staff to ensure that pupils experience the best teaching and they are enthusiastic about striving to be the best. Everyone I spoke to felt supported and challenged to be the best they could.
- The quality of support seen in classrooms and in breakout spaces and outdoors was superb. All staff are keen to develop not only their practice but to ensure pupils make better than expected progress and there is an underlying commitment to lifelong learning, for pupils and staff.
- Due to the very good teaching and learning opportunities provided at the school pupils achieve as well as they can and there is a continuum of improvement. They clearly enjoy their learning and are offered a diverse and a culturally enriched curriculum, which engages them and includes many first-hand experiences.
- Classrooms and break out spaces are busy and happy places where pupils are focused on, and fully engaged in, their learning.
- Planning is differentiated and reflects the needs, ability and interests of the pupils, taking account of different learning styles. A range of teaching strategies are employed by all staff and different support programmes are in place, which are clearly identified on planning.
- The curriculum ensures that pupils are motivated to learn. The provision of a wide range of extra-curricular opportunities designed to ensure that pupils enjoy learning and are engaged in active learning opportunities has a positive impact on their development. There are excellent opportunities for pupils to develop their spiritual, moral, social and cultural understanding. These areas are celebrated in assemblies and through visits and curriculum themes.
- Pupils can, where needed, access a range of learning opportunities using ICT. Specialised resources are effectively utilised to support any identified needs.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.



Element 6 – Parents, Carers and Guardians

At St Peter's School the staff and the governors work closely together to create a happy, secure and stimulating environment where the children are able to grow and develop within the caring Christian ethos of the school. The school is committed to working in close partnership with parents to ensure they are happy with their child's education and progress. They recognise that parents have a vitally important stake in the education of their children and should play a significant part in supporting their children's learning. Effective parental involvement sets aspirations and shapes the child's self-confidence as a learner and therefore they promote and recognise the importance of their involvement in school life. The school keeps parents informed of important events and news through letters, text messages and the excellent school website; including the school blog. The school also has a Twitter account which parents follow. A weekly newsletter is sent to parents. There is a section in the newsletter where parents are invited to comment on any aspect of school or ask questions to the Headteacher, which she then responds to.

It is clear to see that as a school and as a staff body they are committed to working closely with parents to ensure they are completely satisfied with their child's education and feel that their views and opinions are listened to and acted upon and to improving their already good practice. The school is welcoming to parents and carers. Parents and carers are given guidance and opportunities to share in supporting their children's progress. There are opportunities for parents to engage in their children's learning and they are made to feel welcome in school. Parents spoken to were confident that their concerns are addressed and that they have access to relevant staff quickly, allowing early resolution of any concerns and they felt confident that the staff team know and understand their children well, recognise their abilities and needs and cater well for their individuality, holding the school in high regard.

The school has achieved the Leading Parent Partnership Award and is constantly thinking of new ways to reach out to parents and carers. This includes the creation of a community room space, which is now used for a number of parent classes and community events including adult and child art classes and peapods, a parent and toddler group that meets regularly in the community room that is valued by all stakeholders and not only supports a smooth transition to the school but also allows the parents to be introduced to the school and each other forming earlier bonds and friendships. This year the school has also introduced 'The Reading Express' which is an additional opportunity for KS1 parents to come into school to read with their children, supported by teachers. In the Early Years, there is an opportunity for parents to attend 'stay and learn' so that they can learn new ways to help their children at home. All classes have a class blog and update them weekly in order to showcase work to parents. The Headteacher sends out regular parental questionnaires as an opportunity for parents to share their opinions of school and as a means of identifying areas of improvement.

Strengths:-

- Parents and carers are encouraged to come to all meetings where their child's learning may be discussed.



IQM Assessment Report



- Parents are valued very highly as partners in their children's learning. As such they are invited to attend all activities, Parental voice is very strong.
- The parents spoken to, all without exception, had the highest opinion of the school and were highly appreciative of the excellent care and learning provided for their children. They reported that the school gives them very good information about their children's progress. They are invited into school regularly and are offered excellent support. They attend Parent Evenings which offer them opportunities to discuss their child's progress and for teachers to share targets.
- Parents appreciate the level of challenge that staff present to their children so that they make good progress. They also value the communication from school enabling parents to understand what they can do to help their children succeed at school.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.
- Consider ways of utilising Parental and Pupil Questionnaires and disseminating to parents via social media and the website more frequently and on specific matters relating to school life, such as Parent View.



Element 7 – Governors, Management and External Accountability

The Christian foundation of the school means that the number of foundation governors on the Governing Body outnumbers other Governors by at least 2. The Christian foundation ensures inclusion sits at the heart of the school's mission, aims and ethos. Governors seek to ensure all barriers to achievement are addressed and pupil needs are met, both through employing highly qualified, well trained staff and also through the engagement with high quality external partners. School employees include a family support worker (parental support advisor) to address social barriers, learning mentors for emotional barriers, a speech therapist and speech and language TA for language and communication barriers and a counsellor for emotional barriers. Additionally, the Governors employ the services of additional specialist services as and when required; Behaviour support service, Special school outreach service, SALT, Educational psychologist, Child and Adult Mental Health Services. The school has adopted the LA 'early help' process which has superseded the CAF process as a way of creating an inclusive team around a child providing appropriate and timely intervention to meet a child's needs. Through the termly HT report and sub-committee meetings, governors are fully informed of inclusive practice in school and their impact. These are additionally validated through the acquisition of external awards and liaison with the school improvement partner.

The school also plays a central part in supporting the work of other local schools, as a strategic partner on the board of a teaching school-St James Teaching Partnership in collaboration with Manchester Metropolitan University; as chair of the primary head teacher group and as chair of the Farnworth Learning Collaborative, a group of ten local primary schools. These roles allow and facilitate benchmarking of effective practice across all Farnworth schools including sharing data and creating developmental working parties for areas such as assessment without levels.

During the assessment I met with members of the Governing Body. They were extremely knowledgeable about the school and knew the structures and procedures in place to support school improvement for all pupils. Both were able to verify the evidence contained in the IQM Self Evaluation Report. There is a very clear synergy between the GB and the school Leadership team that is well executed because the GB are well aware of their responsibilities and SLT provide them with transparent and clear information on all aspects of the school. Alongside this is a shared expectation and ambition for the school. The Governing Body offers both support and challenge to the school, being a critical, challenging friend when necessary. They monitor and evaluate the school to ensure that best practice is always followed and help to create a safe learning environment that delivers the best possible education to all pupils. The governors are fully involved in the life of the school through taking part in learning walks, safeguarding checks etc. Governors are kept informed about issues relating to inclusion, attainment and progress and are committed to an inclusion ethos that promotes learning and achievement for all and holds senior leaders to account on academic and pastoral outcomes of student progress, actively endorsing and promoting the school policy on Inclusion. Governors have a high profile in the school, visiting as often as possible. It is very clear to see that St Peter's is a highly inclusive school where equality is a core principle and the GB actively encourage and support this. The Governing Body works in partnership with the Headteacher and the Senior Leadership



Team to develop and drive the strategic vision of the school and ensures a whole school culture and environment within which everyone is empowered to work together to achieve success. They oversee the highly effective leadership and management of the school to ensure that the provision for the pupils and their families continues to be the best that it can be. The Governors support high quality monitoring, understand school data and support the SLT in the inclusion of all pupils and parents in their school community.

Strengths:-

- The quality of Leadership and Management, in my opinion, is outstanding with a drive and vision to continue to ensure outstanding achievement and progress in all areas of the school. The highly effective Senior Leadership Team led by the Headteacher and supported by Leaders at all levels, have a very clear vision of what makes the school so inclusive and successful. This is clearly seen in the way the school works with its partners to ensure that their pupils have access to the best opportunities no matter their starting point.
- A highly skilled and close-knit teaching team including all support staff and an effective Governing Body have enabled school leaders to continue to build upon the school's performance consistently over a period of time.
- The Governing Body access training both internally and externally.
- The governors feel able to support the school and are capable of challenge and being a 'critical friend', when necessary and appropriate. They are fully supportive of the school and the continuing drive to maintain high standards and improve further beyond outstanding.
- Governors support high quality monitoring, understand school data and support the SLT in the inclusion of all pupils/parents in their school community.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.
- Consider applying for and achieving the Governor Quality Mark.



Element 8 – The School in the Community

The school takes pride in being '*a community school*' where parental and family involvement brings a range of benefits and, in particular, has impact on the pupils in their care. The school is a special place for pupils and staff to learn and work and they are justifiably proud of the fact that they are an inclusive community. This is embodied in their two greatest assets - fantastic pupils and hardworking, enthusiastic and highly motivated professional staff, evidence of which I saw on numerous occasions throughout the assessment. Pastoral care is outstanding and community relationships are very strong. The school has parent groups that offer opportunities for adults to work alongside their children on joint projects. As a consequence, school-home links are enhanced. The community room is used for external provision outside of school hours, for example by a dance group. The room has accommodated baby ballet groups and community coffee mornings. Peapods, a parent and toddler group is an extremely successful enterprise that has high attendance on a weekly basis which has proven very popular over the last few years. They have also continued to develop adult learning classes and have most recently run a family learning group in the studio, with the school's Outreach Worker. St Peter's is also actively engaged with other external partners such as Global Policing through Project Chameleon a 10-session project, each week looking at a different crime topic. Helping children to make the right choices and find their social and moral positions within the community. I was able to see the project first hand during the review and talk to the facilitator about the effect the programme was having on young people, a fantastic project. The school is also involved as their flagship school with the Bolton based Healthy Minds UK #Beyou project launched at the school. This is helping to reduce the number of children growing up and becoming teenagers and adults with mental health and associated issues. They also work with Fortalice, a Bolton based charitable organisation, to assist woman and children who are affected by domestic abuse and Crucial Crew who support young children in how to stay safe.

As a Christian school ensuring that they maintain strong links with the church is at the heart of the school's ethos and the school has a weekly assembly led by a member of the church. In addition, the school hosts a family church service once each month in order to bring the community together. Pastoral care is central to the school and the learning mentors provide another link between the school, families and outside agencies and community groups. A range of community members come into school to enhance the learning of the children to facilitate such activities as chess club, sports coaching, artists in school and musical specialists. Enrichment activities include all of the above and extra-curricular clubs. There are also opportunities to perform in the community for example, the choir singing at different venues including the Macron Stadium and Tesco. The school has links with the local Tesco and Tesco regularly donate items to the school to support with fundraising events or aspects of the curriculum e.g. Salford Reds. The school has partnerships with the local secondary schools and the children often take part in events hosted by the secondary schools. The school has a particularly strong link with Bolton school, who tutor level 6 pupils in Year 6 and host more able events for upper key stage 2. The school also moderates work within the local cluster - this is developing through more year groups but is currently prominent in Reception, Year 1 and Year 6. The school has access for disabled pupils or parents as it now has lift access, wider corridors and disabled toilets.



The school has recently become a National Support School; the headteacher is an LLE and there are 3 SLEs, who offer support to other schools.

Strengths:-

- The school sees itself as an integral and important part of the local community and works closely with parents, governors and other local community groups very successfully. This is a true community school, in the heart of the local community and the community is actively involved in activities. This ensures a wide range of high quality out of school experiences for pupils.
- Pupils participate in a wide variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- The school listens to the local community and consults on relevant issues, ensuring good relationships are maintained.
- The school has good links with other schools, including local secondary schools.
- The school uses community resources and class trips out into the wider community to support the curriculum and this also supports the development of the individual.

Areas for development:-

- Continue to develop actions identified by the school as '**Future Plans**' for this element.