



25th June 2019

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Centre of Excellence Review Date: 18th June 2019

Summary

St Peter's CE Primary is a larger than average two form entry school with 424 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.

The staff at the school recognise that the challenges facing their pupils are not just academic and recognise that there is a need to, educate the whole child and often their families as well. This clearly resonates with their motto, 'Learn, Sparkle, Shine'. Where pupils come to school to 'learn', so that they can all achieve. There are the highest expectations for all; to 'sparkle', 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 'shine' by representing the school in the wider community by working towards the school's Christian values for personal development towards becoming good citizens of the future. Consequently, giving their pupils the best education possible and an outstanding level of pastoral care so that they learn well and are happy in school.

Supported by the the same level of commitment to providing a highly inclusive teaching and learning environment for all pupils and staff, ensuring that the school is an inclusive enjoyable, friendly place for all to come to work and learn. St Peter's also play a central part in supporting the work of other local schools through a strategic partnership with St James Teaching Partnership in collaboration with Manchester Metropolitan University, as a National Support School. They recently achieved the Best Practice with Teaching Assistants Award that offers a framework for the strategic management of teaching assistant to support pupil's attainment and wellbeing across all areas of the school. A fantastic accolade for the school.

Award Offices

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It was evident during the review that everyone involved with St Peter's believes in working hard on a daily basis with their pupils to ensure the best outcomes. They are committed to providing the very highest standard of teaching and learning that not only develop the pupil's knowledge and skills but work very hard to instil an enjoyment of education and learning as well. It is a welcoming inclusive learning community that continues to be adapted for the benefit of the pupils and staff, making use of every available space in a creative and efficient way. No area is left unoccupied, if it can be used to support pupils learning, it is a vibrant ever-changing developing community with a happy, family-orientated environment where exciting things happen in and out of the classroom.

The learning environment has been developed with a focus on encouraging children's independence and having ownership of their learning. The school environment celebrates children's achievements and progress through colourful, vibrant and informative displays. This is a school where pupils are listened to and valued, where they feel they belong and continue to achieve and grow as individuals. The school has a warmth to it that has been created by the relationships that exist between everyone who teaches works or learns here and is a core ethos of the school. There is a clear buzz about teaching and learning both in lessons, in break, out spaces and in other areas during social times, with a vibrancy to the learning environment and a very clear focus that helps pupils to develop the skills they need to be active participants in their community and in society.

The environment that the staff at the school foster is both stimulating, interesting and incorporates a family environment that has a focus on honesty, happiness and tolerance where everyone is valued and respected as much for their difference as their similarities. A fact I can attest to from the evidence of the review and from discussions with all stakeholders. A learning environment that is committed to providing the highest standard of teaching and learning and wider experiences in order to develop children's knowledge and skills but to also develop their confidence to become independent learners

The naturally caring, supportive environment at St Peter's ensures all pupils receive the best education and care possible, delivered by highly motivated and dedicated staff. Pupils at the school are allowed to experience as many opportunities as possible in order to broaden their life experience and develop confidence and self-esteem so that each pupil can find what is unique about themselves and capitalise upon it, whilst being supported and eased through areas of challenge when they occur.

This is a school that knows its community well and is determined to help everyone that is involved to the best of its ability understanding how it can help and make a difference not only to its pupils but their families as well. Everyone involved should be proud what they achieve here. Mutual respect is evident in all areas of the school. All adults who work in the school led by the inspirational Head-teacher and her senior team have a clear vision for the school and their pupils with a relentless drive for all to succeed, but they also support their colleagues and work together extremely well.

During the review process I was able to talk to a variety of staff, pupils and an external partner who spoke to me openly and frankly about their experiences of the school.

I had a conversation with staff about their links locally with schools, the local care home and the school's international links 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 are also involved in sponsoring a child from Bangladesh through World Vision called Arjuma. It was suggested that these links could be reinforced through Skype or facetime. We also discussed the pupil's involvement with the Children's University Programme that they have been involved with for the last two years, with 30 children due to graduate in a ceremony at Bolton University. A fantastic opportunity for the pupils that the school are keen to develop in the future to allow more pupils to participate.

I met several pupils from the School Council and The Shine team who told me about their roles in school and how they are actively involved in 'making the school a better place for pupils and staff', promoting events and supporting charities. The Lead and I discussed the opportunities the school provide for pupil voice and how they engaged the pupils in their education and are superb role models at the school and in the community. We discussed the self-evaluation document that had been used and how it could possibly be improved with the input from the pupils.

A representative from Ladywood School Outreach Team whom supported St Peter's in setting up their ASD provision came to talk about the provision and the way it had been set up to provide for the needs of a small group of children. In the meeting I had the opportunity to talk to the school lead within the provision that is staffed by her and two highly trained TAs as well as the Outreach Worker from Ladywood. Over the course of the last two terms the team have undergone training and worked extremely hard to set up the provision successfully so that the children are making progress. It was very clear to see that this is the right provision for the children and that the level of care, nurture and support is superb, as clearly seen in the endorsement provided by Ladywood in the review document and by the outreach workers comments during the discussion. It is something that the school, the staff and Ladywood should be extremely proud of and that other mainstream settings should emulate.

During the review I was able to discuss the evolution of knowledge Organisers with the member of staff who was leading their introduction. She explained that the school has a knowledge-based curriculum and to ensure that they deliver this they have developed the KOs to ensure everyone understands what will be learnt. Over the course of the next twelve months they will embed the use of Knowledge Organisers so that subject leaders can ensure a broad and balanced curriculum and see what is being taught alongside the curriculum map. They will be created for Topic, Science and RE throughout the year for all year groups. The knowledge Organisers will be in the pupil's books and on the website for parents to look at. It was suggested that it would be useful to hold a parent session to explain what the KOs are and how they could be used by them and that it would be useful to add a prior learning task for pupils to complete if they wished prior to starting that particular KO.

I was able to spend time talking to the school's Family Support Worker who support pupils and families to ensure more successful outcomes and to help build even more effective relationships between the school and families, as the issues families have often impact on their children's education.

The role has grown to such an extent that the school will add an extra member of staff from September to support this work for 1 ½ days a week.

From the evidence of this review it is very clear that St Peter's CE Primary School is an outstanding school committed to providing the highest standard of teaching and learning experiences developing the pupil's knowledge and skills for life alongside academic achievement. The superbly, inclusive environment ensures each pupil receives the very best care, nurture, support and education, delivered by extremely dedicated staff.

The setting is outstanding in every sense with nurture, care and support at the heart of everything that happens on a daily basis. This was observed in multiple interactions between staff and pupils of all ages and abilities; between pupils and between staff; from discussions with all stakeholders and from evidence provided. Everyone involved with the school pull together to realise the school's vision and understand that this is an outstandingly inclusive place to come to work and learn. Staff, pupils, governors and parents should be commended for their efforts in making the school such a special place.

Having completed a rigorous and thorough review of the schools Action Plan for 2018-19 and having discussed and agreed the targets for 2019 – 20. I am of the opinion that St Peter's CE Primary School continues to be a school with the Inclusion agenda at the forefront of everything it provides for its pupils. The environment is outstanding providing a superb teaching and learning environment for teachers, support staff, pupils and families. The school has fully embraced involvement in their IQM Cluster Group (CIN NW) having attended all three meetings since achieving COE status and will host the next meeting in November 2019. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

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



Sources of Data:

Prior to the day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinise both hard and electronic information presented to me and I can confirm that the school's evaluation of progress is extremely accurate. The review meetings were held with the Headteacher and Deputy Headteacher, Senior Staff, a range of Staff, an external partner from Ladywood Outreach Service and pupils in meetings and around the school. As part of the review process there was a discussion and evaluation of the progress and impact of the Action Plan for 2018-19, documentary scrutiny and opportunities to discuss and evaluate the schools Action Plan for 2019 - 2020 with a variety of stakeholders. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's outstanding inclusive practice.

Centre of Excellence Action Plan 2018 – 19:

The school has diligently implemented the actions identified at their initial assessment and provided a comprehensive summary of actions taken to meet the targets set and the impact of these actions. Their target to achieve the Governor Quality Mark has not yet been achieved although several governors have attended the Governor Quality Mark training. This will be an ongoing action for the governors over the next twelve months. Actions from the last review period successfully achieved include:

The setting up of an in-house nurture group for a small number of KS1 children presenting with Social and Emotional difficulties. The SENCO attended training during the summer term 18 and as a result of this, they set up their own specialist provision within school for a small group of learners, in September. The initially focus was around Social, Emotional Needs but it was found that those children could cope back in mainstream classes and the greater need was around supporting children presenting with Autism and Speech, Language and Communication difficulties. Due to the nature of need in Reception/Year 1, the school changed the focus of the specialist provision, to ASD.

A teacher and two highly skilled support staff work with the children daily and have replicated the provision of the local outstanding special school. This has been extremely successful so far. The local special school have been so impressed with the provision that they are using it as a model for their own staff and send them over to visit. They use the schools inhouse provision as an example of outstanding practice in the training they deliver across the North West. The children are making very good progress in the prime areas of learning and this can be seen throughout their learning journals. The staff have adopted the TEACCH approach which the children respond very well to.

Further development of their international links during the last review period. The school has several international links established in various year groups. They include: A Y2 link with a Kenyan village school. The Year 2 classes learnt about Kenya as part of their Autumn Term topic and the Summer term topic on animals also covers this area of the world. The children have heard about how children in an African village live and what a typical school looks like . They understand that their lifestyles, homes and schools are very different to theirs.



A Y5 link with a Kenyan orphanage that began last year in year 4. The children have a named pen pal. They wrote letters during the spring term and are awaiting responses. Communication from the orphanage in Kenya takes at least four weeks to arrive in the UK. St Peter's will have a non-uniform day during the summer term where the children across school can come in non-uniform and bring a donation for the charity. They can wear the Kenyan colours.

To further develop Pupil Voice across school with a particular focus on The School Council, The Eco team and The Shine Team. The School Council meet fortnightly, Items on the agenda this year so far have included fund raising events such as Macmillan Coffee Morning, Children in Need and the Christmas Fair. For Children in Need the council designed fund raising posters and promoted the event around school and for the Christmas Fair the children helped to prepare items for the stalls and supported on games. The development of pupil voice through pupil council is very important and they pass on to their classes, reminders about behaviour and conduct and how the worship theme should be fulfilled throughout school, with themselves as ambassadors. The council have contributed to the evidence for the Primary Science Quality Mark, answering pupil voice questionnaires about their understanding of the subject and their aspirations for the future. The children are expected to be role models and behave as such. The children have the opportunity to raise questions at the meetings and they can also make suggestions for improvements to school life.

The Eco Team have striven to improve the school environment and raise awareness of environmental issues. The team consist of KS2 children, 2 per class, who are voted for at the start of the school year. This year the team has continued to help the local community by doing twice weekly litter picks around school and the surrounding streets. The team are also responsible for paper and plastic bottle recycling and will empty the recycling bins around school. This term the children will be continuing to improve the local area by providing areas outside school for pooper-scoop bags, as dog-fouling has been an issue recently. The Eco team work hard to raise awareness of environmental issues.

The school Shine Team consists of 2 children from each KS2 class. They have met regularly to discuss how they can make a difference and shine in the community as Jesus would want them to. The children are currently working towards their Young Leaders Award, an award that is endorsed by the Archbishop of York to help grow and nurture Christianity and its values. The children work through activities that help to develop leadership skills and instil the mindset that everyone can make a difference by working together and being proactive. The children have to problem solve and identify a need in the local community, where they can have a positive impact the focus is around giving time and not necessarily money.

Centre of Excellence Action Plan for 2019 – 2020:

The following COE Action Plan has been ratified after a thorough and detailed discussion during their first Centre of Excellence review and will be enacted over the next twelve months by:



I was able to discuss her new role with the EYFS Coordinator and to talk about how she will be trained so that she is able to take the lead on Nursery and Reception transition and coordinate SEN support for Reception children. The school currently work with 17 nurseries locally, so this role has wide-ranging implications for the school. This will be achieved through regular meetings with the EYFS lead and the INCO to discuss procedures and protocol; the EYFS lead to shadowing the INCO for various meetings and to complete statutory and non-statutory tasks; ensuring the EYFS lead is confident in taking the lead for transition and for referrals in the EY department. Continuously discussing target children and informing parents; preparing the timetable, resources and the room. The intended outcome will be for the Lead to complete SENCO training over the course of the next year, ready for September 2020.

Further embedding the specialist provision in-house for a small number of KS1 children presenting with significant Speech, Language, Communication difficulties including ASD. This will be achieved by producing Boxall profiles for the targeted children and using these to inform planning; continuing to develop resources and the learning environment to suit the specific needs of the pupils; amending timetables and activities as needed; evaluating the impact through the Ladywood schemes and the Boxall profile half termly and to continually look for training opportunities to strengthen staff's knowledge around ASD. The intended outcome for this action to be that the school has in place the best practice for the identified children in the mainstream provision meeting all their needs and to gain further expertise in this area.

Embedding the use of Knowledge Organisers so that subject leaders can ensure a broad and balanced curriculum, which is knowledge based. This will be achieved via the curriculum lead coordinating the use of knowledge organisers to ensure they reflect a broad and balanced curriculum; Knowledge organisers will be created for Topic, Science and RE throughout the year for all year groups; Coverage of these will be checked by the curriculum leader each term and Subject leaders will monitor the quality of provision for their subject on a termly basis. Intended outcome will be that Knowledge Organisers are developed and in use for all foundation subjects including Science.

The school have developed a good relationship with a company that owns the Old Vicarage that is adjacent to the school. They can use some of the meeting rooms and have been given the opportunity to develop the garden area and they are keen to develop it as an extension to their outside spaces providing Outdoor Learning opportunities. They will look at the space and devise and plan how best to use it in conjunction with staff and pupils such as the shine club. It was suggested that they might use the expertise of Eatock Primary School, Bolton in developing the area. The intended outcome is to be able to use the garden for Learning Outside the Classroom over the next 12 -18 months and to develop community opportunities as well.

The school may wish to consider: Continuing to develop their existing international links with Kenya and Bangladesh by using Skype or Facetime to strengthen the link and provide real time interactions and learning for pupils. While also developing new links with schools in Beijing and Dubai when staff from St Peter's relocate to new schools in both countries in the new academic year.



IQM Centre of Excellence Review



The school are actively involved in the Children's University Programme with several pupils. It may be possible to develop the programme with more pupils across the school by conducting a mapping exercise to see how existing opportunities could be utilised and count towards CU accreditation.

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