



## National Society Statutory Inspection of Anglican Schools Report

### **Barton St Peter's Church of England Voluntary Controlled Primary School**

Marsh Lane  
Barton  
North Lincolnshire  
DN18 5HB

#### **Diocese: Lincoln**

Local authority: North Lincolnshire  
Date of inspection: 28 March 2011  
Date of last inspection: 8 October 2007  
School's unique reference number: 118006  
Headteacher: Mrs Janet Steward  
Inspector's name and number: Mr Peter Riches 283

#### **School context**

Barton St. Peter's Church of England Primary School is a medium sized rural primary school with 248 children on roll. It serves the North Lincolnshire town of Barton-upon-Humber. The majority of children are of White British heritage. The headteacher has only been in post for about one year.

#### **The distinctiveness and effectiveness of Barton St Peter's Primary School as a Church of England school are good.**

The school is successful in achieving its aims. It has some significant features, notably the excellent teamwork among all working within the school. The staff, well led by the headteacher, and supported effectively by governors provide a happy and nurturing environment rooted in Christian values.

#### **Established strengths**

- Excellent relationships between all members of the school community exemplify the school's Christian ethos
- Collective worship has a central place in the life of the school
- Staff have a good understanding of what needs to be done to take the school forward
- Children are very well behaved and are proud of their school

#### **Focus for development**

- Establish a Worship Club to provide experiences for children beyond the curriculum
- Provide a range of reflective environments to nurture spiritual development amongst members of the school community
- Evaluation of the impact of collective worship

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

The school takes great pride in its Christian heritage and tradition. The values the school has adopted are visible and adopted throughout. Even though they play an important role in fashioning the life of the school, the impact of these values is being evaluated. This is a good example of the reflective practice adopted by the school leadership. The school is a very inclusive community

where everyone feels valued. Members of staff act as excellent role models. Children with English as a second language, or those with mobility difficulties are well catered for through differentiated teaching and by effective deployment of teaching assistants. Members of the school council saw the school as a 'big family', and were enthusiastic in their support for the school and what it seeks to provide for them. They were keen to implement the 'buddy' system, which they described as a good way for them to support each other and to help sort problems out. Members were also appreciative of the extra curricular opportunities provided in areas such as music and sport. The schools links with China have provided a valuable insight into culture from an international perspective. This link has complemented the involvement with local activities such as the Big Sing, and wider initiatives like the Christmas Shoe Box and Children in Need Appeals. Religious education (RE) is delivered through the local Agreed Syllabus, and is well resourced. It makes a significant contribution to the development of social, moral, spiritual and cultural awareness throughout the school. The recent 'Bishop King Day' and King James Bible activity had been enthusiastically received. The development of a 'peace garden', a focus from the previous inspection, has been successfully achieved. The school plans to provide further opportunities for reflection and spiritual development.

#### **The impact of collective worship on the school community is good.**

The importance of collective worship in the life of the school was clearly evident. The distinctly Christian act of worship observed was well delivered by a member of the local clergy team, and elicited a positive response from the children. The atmosphere was calm and respectful, singing was enthusiastic, and prayers were observed with reverence. The theme referred to Lent as being a time for preparation and penitence. An explanation of liturgical colours and the burning of incense was a good example of church ritual and tradition enabling those present to gain a good understanding of Anglican practice. The worship table, cross and candle reinforced this understanding. Artefacts linked the Bible story to everyday life, and the key learning points were understood by the children. Although there was an enthusiastic response to questions, more active participation in the act of worship from the children could have been included. Members of the school council valued the time given to worship each day, although they commented that 'celebration' assembly was just as important to them. Planning and recording of worship was consistent and thorough. Thought needs to be given to establishing a means of gauging the impact of worship. The Salvation Army and Methodists are regular visitors to school lead worship. This offers a broader worship experience, as do visits to other places of worship. Visits to St. Mary's Church are an important part of school life, and the school notice board within church enhances this link. Plans are in place to establish a worship club to develop and broaden children's understanding of aspects of worship as part of extracurricular provision.

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

The headteacher has led the school extremely well through a difficult period following the sad death of her predecessor. The Christian care and concern for one another is clearly a key feature of the school community, and continues to sustain and strengthen those within it. The pastoral care and spiritual support exercised by governors and members of the clergy team has played an important part in the maintenance of the schools forward momentum in this respect. Staff and governors are clear about the school's mission, which is appropriately reflected in the school's documentation. The school prospectus is undergoing a complete revision to further enhance this aspect of the school's vision. Good quality displays, signage and artefacts further exemplify the school's church status. Plans are in place to further develop the expertise of the RE subject leader in Godly Play through Diocesan CPD. Links with the Diocese are enhanced by the involvement and support of the knowledgeable Bishop's Visitor. Foundation governors know the school well, and are active in their support for the headteacher and staff. Parents, including those newer to the school were happy both with the quality of provision and the effective links with the church and community. They feel listened to, and welcome the opportunities offered to participate in the life of the school. The headteacher, staff and governors are effective in their evaluation of the school as a church establishment. Development planning takes this into full account. Stakeholders' views are sought and staff feel confident that their contributions are valued. Diocesan advice is sought and acted upon.