



### Judgement Recording Form (NSJRF)

Name of school: Queen's Park CE/URC Primary School  
 Address of School: Rivington Road,  
 St. Helens, Merseyside  
 WA10 4NQ

School URN: 130382  
 Date of inspection: 25<sup>th</sup> February 2013  
 NS Inspector's Number: 675  
 Type of Church school: Voluntary Controlled  
 Number of pupils: 353  
 Phase of education: Primary

**Has Diocesan Quality Assurance been obtained for this report?** Yes

**Rating 1-4**

<b>How distinctive and effective is the school as a Church school?</b>	<b>1</b>
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<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
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<b>What is the impact of collective worship on the school community?</b>	<b>2</b>
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<b>How effective is the religious education?</b>	<b>N/A</b>
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<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
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<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
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<b>The school meets the statutory requirement for religious education</b>	<b>N/A</b>
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## National Society Statutory Inspection of Methodist and Anglican Schools Report

### Queen's Park CE/URC Primary School

Rivington Road,  
St. Helens,  
Merseyside,  
WA10 4NQ

<b>Diocese:</b>	<b>Liverpool</b>
Local authority:	St. Helens
Dates of inspection:	25 <sup>th</sup> February 013
Date of last inspection:	18 <sup>th</sup> December 2007
School's unique reference number:	130382
Head Teacher:	Mr David Thorpe
Inspector's name and number:	Mr Frank Driessen (675)

#### School context

Queen's Park CE/URC is an above average sized primary school. Its unique religious foundation was created by the amalgamation of two schools in 1995. The number of children with learning difficulties and/or disabilities is well below average against national norms and the number eligible for free school meals is well above the average. The school has achieved the Arts Mark, the Activemark Gold award and the Basic Skills award.

#### **The distinctiveness and effectiveness of Queen's Park CE/URC School as a Church of England and United Reformed Church school are outstanding**

School life is permeated by Christian values which impact very positively on all members of the school family. The headteacher's enthusiasm and Christian purpose, coupled with active and positive support from the staff and governors, gives excellent clarity and focus to the on-going development of Queen's Park as a faith school. Parents recognise and value the distinctive nature of the school with its calm and purposeful Christian ambience.

#### Established strengths

- The clear and well-thought out vision and outstanding leadership of the head teacher who is very well supported by a talented and committed staff and governing body
- The outstanding Christian ethos permeating the school that forms the basis of an inclusive caring community
- The excellent quality of care, guidance and support based on Christian values of love and forgiveness

#### Focus for development

- Introduce a more robust and structured approach to self-evaluation which engages the whole school community
- Develop a more frequent and better structured role for pupils and, specifically, the pupil worship group, to actively participate in the planning and delivery of worship
- Create national and global links to widen the children's understanding of their role in local, national and global communities

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

The school is a very happy and welcoming place with a calm, caring and supportive atmosphere that is driven by strong Christian relationships. This is a significant feature of Queen's Park School and is founded securely on Christian love in action. Parents see the relationship with the school as a partnership, with one parent commenting 'They embrace us.' One child said, 'We do a lot of things to show we love Jesus.' The effective promotion of Christian values and its amalgamation with the SEAL (Social and Emotional Aspects of Learning) curriculum nourishes, supports and challenges children's emotional and spiritual well-being. The Pastoral Manager's strategies of forgiveness and reconciliation further support the restorative aspect of the school's highly effective approach to behaviour

management. Bright, vibrant Christian displays and discrete spiritual areas in each classroom give a sense of being immersed within this distinctive spiritual ethos. Children's prayerful responses abound and are a natural outflowing of this outstanding ethos. Written prayers give evidence of this. Two notable examples were when help was asked for 'my mum to get through her labour easily' and a prayer asking God to 'take care of my dad in Heaven.' Creative approaches to RE including role play, excellent IT provision, talk partners, higher-order questioning skills and thinking time define the positive and challenging effect upon children's learning and its consequent impact upon spiritual development from the Foundation Stage onwards. Children see their school as exciting, entertaining, educational, amazing and respectful. The school has established effective links with the local community but wider and deeper exploration of the national and global community is lacking. The children support a range of charities with an international perspective developed through the Shelter Box Project. A child said, 'It helps demonstrate the Christian message through our values.'

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

Collective worship is clearly a meaningful experience to most children regardless of background and their enthusiasm is evident from the exuberant and confident way in which they participate. The children thus create a sense of community and purpose to the worship time and confirm its centrality within the life of the school. Acts of worship are well planned by the collective worship coordinator with the occasional involvement of an excellent and knowledgeable pupil worship group. Children and parents have opportunities to comment on its effectiveness and impact upon the school community. A cross, candle and the centrality of the Bible on the worship table at the front of the hall help to affirm the Anglican and United Reformed combined basis of worship. In the worship observed the elements of song (with a group of young children signing the words), prayers, Bible readings, effective ICT and talks by each of the worship leaders offered children opportunities to reflect upon Christian values and their impact upon themselves. Humour was used to good effect. Children experience a variety of worship styles including a children's evangelist who has done much to raise the prominence of the children's worship group. Regular visits to both the Anglican and URC churches where pupils and members of the extended community share in acts of worship such as Easter, Harvest, and Christmas, as well as a visit to the Anglican Cathedral to take a leading part in the Epiphany Service, further enrich the impact. The children speak with much delight about their times of worship and what they like about it. One child commented, 'It makes me feel special.' Another child observed, 'It makes me feel I'm part of God's family.'

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

The headteacher's distinctive focus upon Christian values through the question 'What would we look like if we were the best we could be?' is delivered through his outstanding leadership. One parent described the headteacher as 'really fantastic.' This focus is very ably supported by the deputy, staff and governors and enables its Christian distinctiveness to be effectively promoted. Parents speak very positively of the care and support shown for all their children, with one parent observing that school 'has a real impact on our home values.' An important aspect of sustaining this unique Christian family is through whole staff high quality diocesan training including attendance on the Christian Leadership course. Clear delegation of management responsibility supports the high quality of succession training in the school. The distinctive Christian nature of the school is effectively promoted through the school website and weekly newsletters which reinforce the weekly Christian values, give pointers for prayer and detail local family events. A detailed review of the school's church-school distinctiveness has been undertaken but, although governors challenge the head through open and meaningful discussion, a more robust and inclusive approach to self-evaluation should be undertaken by the whole school family. Foundation governors, one of whom regularly helps in school, have a very clear understanding of their role. The links between school and both churches include liturgical services attended by parents and members of the extended community and prayer support from both churches. Members from both churches have also run the 'Easter Experience' for the children and there are frequent school updates in the parish magazine. Pastoral links are especially effective as demonstrated through the support given during a recent period of bereavement. The partnership between the school, local churches and parents greatly enhances the provision made for the children.