



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

St Peter's CE (Aided) Primary School
Glebe Road
Wymondham
Leics.
LE14 2AF

Inspection Date: 23rd November 2007

Section 48 Inspector: Mrs Marian Driver (No: 116)



SIAS Report Form

Name and address of school:	St Peter's CE Primary School Glebe Road Wymondham Leics LE12 6TU
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicestershire (or Leicester)
Date of inspection:	23 rd November 2007
Date of last inspection:	October 2003
School's Unique Ref. No:	120208
Name of Head teacher;	Mrs. Anne Boyce
Inspector's name (with N.S. No):	Mrs. Marian Driver (No. 116)
Context	
St. Peter's is a small primary school in the rural village of Wymondham close to Melton. The school has 37 pupils from 4-11 and all pupils come from white British backgrounds. The school was built in 1968 and has spacious accommodation for the 3 classes in the morning which mix to make two in the afternoon.	
Summary Judgment	
The distinctiveness and effectiveness of St Peter's CE Primary as a Church of England school are outstanding.	
St. Peter's shows a strong commitment to its Christian Foundation which is reflected in all aspects of school life. Self evaluation by the Headteacher and governors, particularly the foundation governors is secure and effective. Relationships within the school community and between the school and the parish and local churches are firmly rooted in Christian values.	
Established strengths	
<ul style="list-style-type: none">• The outstanding quality of leadership from the headteacher and foundation governors• The strong Christian ethos of the school that underpins the values and aspirations of all• Close working relationship between the local parish church and the wider Christian community• Good attitudes and considerate behaviour of learners	
Focus for development	
<ul style="list-style-type: none">• Formalise evaluations of Collective Worship• Plan greater differentiation in RE to improve progress• Create more opportunities for pupils to encounter people of other faiths	

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

All pupils are aware of the distinctive ethos of this school and feel that they get more attention because St. Peter's is a small school. The worship table in the foyer with Christian artifacts, the wooden cross above and the displays in the hall are visual signs of this church school. Pupils comment on the written school prayer above the worship table and the grace displayed in the school hall and feel they are reminded of these prayers as they move about the school. Pupils said that they thought it was important to pray as it was part of believing and it was helpful. The rector of the parish church who provides a close link supporting the work of the school and regularly taking worship ensures a strong Anglican presence. In 2007, three Y6 children were confirmed at the leaver's service showing a clear evidence of faith. The Christian ethos is clearly stated in the prospectus, admission policy and RE and collective worship policies. Parents are very happy and supportive. The school has a warm, friendly, welcoming atmosphere where everyone is valued and respected. Both pupil attitude surveys and pupil's responses indicate that the importance of valuing others is at the heart of this school ethos. Suggestions from the school council regarding the introduction of hot dinners and the choice of new outdoor play equipment have been acted upon. Pupils show considerate and respectful attitudes to each other and to adults and they benefit from the range of extra curricular activities offered by the school. The school's contribution to help a family was marked with a gift to the school and this thank you message 'Donated to a wonderful school and community'. The act of giving is demonstrated through the various collaborate fundraising activities which take place to provide funds for local and worldwide charities and also leads to the strengthening of community links.

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

The variety of visitors and staff taking collective worship makes a significant contribution to the daily lives of pupils. The headteacher and staff take turns to plan the acts of worship based upon the themes suggested by the diocese. During the acts of worship observed pupils remembered previous teaching in the 'I am' sayings of Jesus recorded in St. John's gospel and remembered that Jesus was linked to the 'light'. The visual presentations ensured that pupils were fully involved in the related activities, heard the Christian message and had opportunities to reflect on the significance the story had to their own lives. Pupils enjoyed worship, listened carefully and were keen to offer ideas and answer questions. The second observed worship led by the headteacher linked to the previous teaching about St. Paul and his rules for living. Pupils were invited to comment upon the do's and don'ts of today's living and the acceptable behaviour which helped them to understand rule making. Pupils were involved in recording rules on a visual board showing examples of acceptable and non-acceptable behaviour. The worship ended with the school and the Lord's prayer. Pupils compose their own prayers for special occasions and have contributed to a collection of school prayers. Awards were given to children for good lunchtime behaviour and effort in curriculum areas. The school has correctly identified the need for greater pupil interviews and evaluations of collective worship. The recording of the verbal evaluations of worship could add to greater improvement.

The effectiveness of the religious education is good.

Religious education following the Diocese of Leicester syllabus makes a positive contribution to the distinctive nature of the school. The RE co-ordinator and governors take advantage of training offered by the diocese and various other sources and share this with staff. The two religious education lessons observed during the inspection were good. The reception, year one and year two lesson was based upon the Christian values of love and caring seen through marriage. Reference was made to the recent diamond wedding anniversary of the Queen and Prince Philip and questioning about attendance at weddings gave a mixed response of non attendance and other ways of being involved as a guest or

attendant in some form. A delightful selection of wedding artefacts were taken one by one from a special occasions box and pupils were invited to use talking partners to discuss the items. The Interactive whiteboard was used effectively to show the stages of preparation for weddings. Pupils had the choice of making wedding stationary with special wedding stamps or to take part in wedding role play. The second observation of the year three, four, five and six pupils centred on 'places of worship' and, with the use of the interactive whiteboard, considered places of worship in and around the local area. The class worked in mixed ability groups to compile a directory of religions and churches in the neighbourhood and information required by newcomers to the area. Some small group discussion was around the use of the word 'worship' instead of the word 'church'. The recent whole school visit to a Hindu mandir had widened the experience of pupils and influenced this way of thinking. The school has correctly identified the need for this predominantly white school to have a greater exposure to the diverse ethnic cultures to be found in Leicestershire.. The organisation of the teaching of RE into KS1 and KS2 teaching groups does not provide for the differentiation of learning objectives and tasks.

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

The headteacher's leadership with strong commitment to the school's Christian foundation gives this church school clear purpose and direction. Her active role in collaborating with the local churches and community provides an excellent role model for pupils and staff. Foundation governors and other governors take a very keen interest, are supportive and make regular visits to the school. Recent monitoring reports written by governors focused on behaviour, discipline and personal, social and health education. They stated that behaviour was good, children interacted well and the effective discipline led to mutual respect of all members of the school. Shared training and discussion has led to detailed self-evaluation, monitoring reports and identified areas for development. New staff appointments feature questions related to the school's church identity and all staff are committed and involved in creating a positive Christian community. All members of the school community are aware of what it means to be part of a church school. There are strong links with the local church. Relationships with parents are very good. There is an active and committed parents association. The school has a good reputation in the area for effective Special Educational needs provision.