



The National Society Statutory Inspection of Anglican Schools
(Carried out under Section 48 of the Education Act 2005)

St Peter's (Aided) Church of England Primary School

Inspection Report

Address of School:	St Peter's Church of England (Aided) Primary School Wale Road, Whetstone, Leicester. LE8 6NJ
Telephone Number:	0116 277 5750
Email Address:	office@st-peters-whetstone.leics.sch.uk
School Category:	Voluntary Aided
Unique Reference Number:	120202
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	Monday, April 11 th , 2011
Reporting Inspector (and No):	Mrs Julie Wright (215)
Appropriate Authority:	The Governing Body
Chair of Governors:	Mr David Collins
Headteacher:	Mrs Susan Bracey
Pupils on school roll:	240

National Society Statutory Inspection of Anglican Schools Report

St Peter's CE (Aided) Primary School

Wale Road,
Whetstone,
Leicester.
LE8 6NJ

Diocese: Leicester

Local authority: Leicestershire
Dates of inspection: 11th April, 2011
Date of last inspection: 7th & 10th January, 2008
School's unique reference number: 120202
Headteacher: Mrs Susan Bracey
Inspector's name and number: Mrs Julie Wright (215)

School context

St Peter's Church of England (Aided) Primary School is an averaged sized primary school. Most pupils are of white British heritage with a small percentage of pupils from minority ethnic groups. A below average proportion of the pupils are eligible for free school meals and there are a below average proportion of children with special needs and or disabilities. The long serving headteacher retires in August 2011 and at the time of the inspection a new headteacher appointment had been successfully made.

The distinctiveness and effectiveness of St Peter's CE (Aided) Primary School as a Church of England school are good.

St Peter's CE (Aided) Primary School has a strong Christian ethos and vision which is recognised and valued by all. Everything that the school does is underpinned by a strong and compelling Christian commitment and the belief that Jesus is at the centre of every aspect of its work. The strong and inspirational leadership of the headteacher is a particular strength of the school as a Church of England Primary School.

Established strengths

- Inspirational and committed Christian leadership of the headteacher.
- Stunning display work in all areas of the school, proudly proclaiming the Christian character and ethos.
- Strong system of rewards and celebrations rooted firmly in Christian principles and values.
- Centrality of worship in the life of the school.

Focus for development

- Formalise evaluation systems for Collective Worship, especially when seeking the views of pupils so that they are more involved in its planning and delivery.
- Develop systems for moderating assessment judgements in Religious Education so that there is a clear understanding of standards achieved across the school.
- Develop differentiation and marking in Religious Education so that work is effectively matched to the needs of all pupils.

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

At St Peter's CE (Aided) Primary School all are included and special. Every learner makes progress within a caring Christian environment where all achievements are valued and celebrated. Every child really does matter and achieves because of a curriculum which promotes learners' spiritual, moral, social and cultural (SMSC) development. Adults know children well and plan work which is effectively matched to their needs catering for their

different learning styles and skills. Pupils and parents are proud of their school and value the work of the headteacher and her committed staff team. Pupils can explain what is special about attending a Church of England school. 'It is like being part of God's family,' said a member of the school council. Children relish and rise to the challenges that life at St Peter's offers. They are great ambassadors for the school demonstrating fierce loyalty and a strong sense of morality over 'what is right and what is wrong'. Strong, supportive relationships and the unstinting promotion of Christian values are a particular feature which permeates all aspects of life at St Peter's. These are deepened further by the proud display of visible symbols of Christianity both on the inside and outside of the building. There is a rapidly growing number of opportunities for children to experience the different cultures and religions represented in Britain. This takes place within the secure framework of the Christian context and charitable giving. The school recognises that it can develop this aspect of its work still further. The well developed system of rewards and celebration, including the 'Golden' book, candle requests and 'sharing' assemblies with parents. These provide opportunities for enhancing children's SMSC development. Effective links with the diocese and wider church family means that the school is innovative and successful in its approach to meeting the needs of all children within a distinctive Christian context.

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

The headteacher has worked hard to ensure that collective worship occupies a place of central importance in the life of the school. All staff are proactive in leading worship and each individual act of worship is well planned and evaluated by the worship leader. The enthusiasm and confidence demonstrated by staff and visitors from local churches enhances the experience of worship for the children. They provide an effective mechanism for the development of spirituality and a deeper understanding of the practices of the Anglican faith and tradition. The school is planning greater involvement of the children in the planning and delivery of individual acts of worship, in addition to the already popular 'class assemblies'. Diocesan themes are used as a starting point for the planning of worship but are adapted to the needs of the school and its pupils. This ensures that Collective Worship is strongly rooted in the study of the Bible and the life and works of Christ. Foundation governors are actively involved in the evaluation of the impact of worship on the life of the school through a series of 'review days'. Their carefully constructed visit reports give useful direction which is acted upon by staff to further enhance worship. A more formal and rigorous approach to evaluation is required. Children, parents, staff and governors value collective worship and see it as 'a special time for us in the school day'. They are keen to submit candle requests nominating one another to light the special assembly candle, giving reasons such as "she is always nice to me and puts a smile on my face". Children especially enjoy the school's visits to St Peter's Church for worship at the beginning and end of each term, in addition to the celebration of the major Christian festivals in the church. They would be sad if they did not have the chance to meet together to 'talk to God'. Children are keen to contribute suggestions to improve worship still further. Acts of worship are made relevant to the children's life experiences by careful linking with social and emotional aspects (SEAL) and world news themes. This careful planning is instrumental in the pupils' increasingly deepening SMSC development and is a strength of the school.

The effectiveness of the religious education is good.

Religious education is carefully planned and well taught giving children a deep understanding of Christianity and other world faiths. As well as an demonstrating an in depth knowledge of the Christian faith, learners are beginning to recognize and value cultural diversity in their immediate and wider environs. For example trips to the Mandir, St Phillips Centre, visits from the 'Pearl of Africa' choir and a Sikh visitor are a planned for and valuable part of the RE curriculum. Teaching is characterised by a lively, interactive approach where children are active learners. In one of the lessons observed, the children enjoyed re enacting the story of the feeding of the five thousand outside in the school grounds. Lessons demonstrate a commitment to the delivery of deeply thought provoking learning experiences. In a key stage 2 lesson observed the children were writing prayers of thanks, praise and supplication. In all lessons observed, the children worked well and with confidence because of excellent adult pupil relationships. Children in the Early Years Foundation Stage enjoyed building Lego houses to show their understanding of the story

of the lame man. High levels of skill and confidence were in evidence. Jesus, the Bible and core Christian values of love, trust and forgiveness are at the centre of the learning. Good levels of attainment are clearly demonstrated through children's active engagement in the meaningful activity on offer. Standards in religious education are broadly average and in line with national expectations matching those of the core subjects of English and mathematics. Specific and detailed differentiation as well as a more evaluative approach to marking of children's work is needed to raise standards further. More training to develop staff confidence in assessing children's work especially at the higher levels is required. The school has recognised the need for planning of specific reflection time within lessons. The dedicated RE co-ordinator is introducing more formal systems to monitor and evaluate standards of religious education.

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

The strong and passionate leadership of the long serving headteacher, supported by the committed staff team and knowledgeable foundation governors ensure that leadership is strong and inclusive. The powerful Christian ethos and vision is owned and lived by all stakeholders, meaning that behaviour and consideration for others is excellent throughout the school. All key school policies and documentation are rooted in Christian beliefs and values with the mission statement a visible and constant part of school life. A well thought out and evidence based self evaluation has been drawn up jointly by the headteacher and foundation governors. This now needs to be shared with the remaining members of the staff team. This self evaluation of the school's distinctiveness has led to the formulation of a sharply focused school improvement plan with accurate identification of priorities and success criteria. This is evidence of the school's leadership constantly seeking out ways to secure even greater levels of improvement. The close relationships between church and school are valued and celebrated with classes and the whole school making regular visits to the local church to enhance and deepen learning experiences. This is also supported by regular visits from the committed assistant priest in charge who is also the vice chair of the governing body. Governors are a key part of the school's distinctive Christian leadership with one governor stating, "I could not be a governor if this were not a church school". Governors have clear plans in place to ensure that the strong and committed Christian leadership of the school continues seamlessly following the headteacher's retirement in the summer term. The development of more rigorous procedures for evaluating the distinctiveness and effectiveness of the school as a church school is now more important than ever in order to ensure its continued Christian foundation and mission.