



National Society Statutory Inspection of Anglican Schools Report

St. Peter's CE (VA) Primary

Fieldhead Lane
Birstall
WF17 9HN

Diocese: Wakefield

LEA: Kirklees

Dates of inspection: 13 Sept. 2006

Date of last inspection: 27 Sept-1st Oct. 1999

School's Unique reference number: 107737

Headteacher : Mrs. S. Muscroft, Cert E, Dip. Ed.

Inspector's name and number : Mr. J. Jagger Ins. No. 214

School context

St. Peter's is a voluntary aided Church of England primary school catering for children aged 3-11. The school currently has around 200 pupils and is situated in a two-storey building opened in 1969. The school serves an area encompassing areas of substantial deprivation and with many pupils being members of single parent families and around 30% of pupils are in receipt of free school meals.

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

St. Peter's is a good church school, well led by headteacher and governors that seek successfully to fulfil its responsibilities to its pupils and to the church.

Established strengths

- The governing body is highly committed and all governors work towards ensuring the school fulfils its obligations as an aided church school;
- The leadership of the headteacher and senior managers is strong and effective;
- Pupils indicate that they enjoy their school life, feel secure and know how to seek support when it is needed;
- The programme of worship promotes the Anglican tradition but values other faiths and cultures;
- The school is ambitious in seeking to further develop its already strong performance.

Focus for development

The school should progress its current intention of seeking to;

- Develop the procedures for assessing pupils' work in RE in line with the supplementary guidance to the diocesan syllabus;
- Develop a more precise set of aims for the school able to be used to aid the evaluation of the school's effectiveness and use them for this purpose.

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

The school's uniform, documentation and particularly the prospectus all proclaim the commitment to the values of the church and identify its close association with the church of St. Peter's. The school has sought to reinforce this affiliation within the school environment but is not helped in this by the design of the main entrance. However, within the daily life of the school pupils are reminded of the Christian values that inform the school's ethos and its obligations as an aided school. Collective worship and religious education are important aspects of school life but in interview pupils also recall with some affection their involvement in St. Peter's Day services and the symbolism of the "clypping", visits to the church and the regular visits of the incumbent. Pupils also indicate that they enjoy their life in school, feel secure and are conversant with the pupil protection systems and know whom to contact in the event of any unhappiness. Children take responsibility for helping others. This ranges from the very youngest pupils assisting their peers in donning protective clothing for baking and painting to older pupils working collaboratively together or undertaking supporting tasks during worship and in offering help to adults. Pupils talk readily about their involvement with the School Council and feel it has influenced decisions in school. The school also has a good relationship with parents and seeks to provide regular weekly information to parents through newsletters and on its web-site. The school's systems for supporting pupils with special educational needs and for those regarded as gifted and talented are well documented and appropriate and despite the early inspection many pupils and teachers have already negotiated learning targets for the immediate future. There is a rich programme of lunchtime and after school activities and the school seeks to accommodate pupils' individual learning needs as well as operating Brain Gym activities and making drinking water readily available. Pupil behaviour is good and the relationships observed between adults and pupils are positive. Older pupils are comfortable when discussing issues relating to faith and the school appears at ease with its special faith relationship.

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

The school has produced a useful policy to support those staff and visitors who lead worship. The prospectus identifies parental rights but no pupils are currently withdrawn from worship. The policy informs the planning arrangements and the agreed programme recognises the different ages and levels of understanding of pupils. In key stage acts of worship there is often different subject matter rather than seeking to simplify the programme provided for older pupils. The agreed programme records the provision of an appropriate base of acts of worship underpinned by Christian values and promoting the Anglican tradition but also addresses moral issues and provides insights into the beliefs and practices of other faiths. The governors and the incumbent regularly review the programme offered and those delivering the acts provide written short-term evaluations. The headteacher acts as worship co-ordinator but acts of worship are conducted by many different staff and visitors enrich the programme through music, puppetry and narratives. Worship was

observed in key stages one and two. Both acts provided an appropriate atmosphere for worship, respected by pupils, and a clearly defined focus for worship that differed in the two sessions. Both related to different aspects of respecting people and their rights but incorporated prayer and singing. Neither was less than satisfactory and the use of prayer also extended to the saying of grace in classrooms and the creation by pupils of their own prayers. The incumbent regularly leads worship and the parish church hosts pupils, staff and parents, to celebrate major Christian festivals and St. Peter's Day. The incumbent is also used as a resource to explain issues relating to the church building and vestments. Pupils have the major Christian celebrations explained and are led towards an understanding of the Eucharist through the Leaver's Agape in July. The school has plans to further develop the evaluation of worship to include the longer-term impact on pupils' values and attitudes.

The effectiveness of the religious education is good.

Religious education is planned from The Wakefield Diocesan Syllabus and the school has recently incorporated the 2005 supplement to that document following the co-ordinator attending diocesan organised training. Governors are to be familiarised with the document and the school identifies the assessment component as a development need. The headteacher, as RE co-ordinator, monitors provision within classrooms and provides feedback to teachers. There is a detailed work scrutiny programme to identify progression and confirm differentiation. In recent years these have been compared to level statements to provide assessment data. During inspection classes were observed in each key stage and work examined across all year groups other than nursery. The majority of lessons observed were of a good standard and the remaining one was satisfactory. Within the teaching programme links are clearly made to the spiritual and moral education programmes and to the Healthy Living programme. Pupils within key stage one examine aspects of Islam and those in key stage two study both Islam and Sikhism. On questioning, pupils were able to discuss symbols and festivals of each religion studied, particularly Christianity. The school allocates at least 5% of curriculum time to RE and has access to books, artefacts and inter-net resources across the syllabus. The work examined indicates that all year-groups are performing at least at the national standard and pupils in year six will probably exceed this later in the year.

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

The school is guided by an appropriate set of aims and an accompanying ethos statement that clearly express the close affiliation between the school and its host church. The church and PCC have provided highly committed foundation governors but the governing body as a whole seeks to ensure the school fulfils its obligations as an aided church school. The expression of Christian values is evident in other documentation guiding social and moral aspects of the education offered. The school is however currently engaged in consultation with pupils and parents following discussions within the governing body to develop the aims in a form that improves their use as evaluative tools as well as strategic ones. The incumbent and some governors are regular visitors into school, to observe aspects of school academic and social life. The parish seeks to provide some financial support for the school as does the Friends of St. Peter's. Communication between the parents, the parish and the school are effective. The Christian vision of the school is kept under critical review by the governors, the incumbent and by the staff and there are regular formal and

informal meetings between these parties. This vision is reflected in the environment of the school and symbols to remind pupils and community are evident on stationery, school badges and notice boards. This expression of values is not restricted to worship and religious education but is evident in the relationships and values expressed in the everyday life of the school. It extends to all parties and considerable efforts are made to ensure pupil awareness and understanding of the cultures and faiths of others, with visits and visitors playing a valuable role. The leadership of the headteacher and senior managers is strong and effective and professional development is valued and promoted both in relationship to the church dimension and the secular curriculum. The school states it particularly values the greater recent provision of training evident within the diocese.

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