



Department for children,
Youth and Education

 THE CHURCH
OF ENGLAND
DIOCESE OF
WORCESTER



STATUTORY INSPECTION
of
ANGLICAN SCHOOLS
S48

INSPECTION REPORT
for

St. Peter's
Voluntary Aided
Church of England
First
School

Head Teacher: Tracey O'Keeffe-Pullan

Inspector: Philip Mitchell

Inspection Date: 19th November, 2009



Judgement Recording Form (NSJRF)

Name of school: St. Peter's Voluntary Aided Church of England First School

Address of School: Church Lane, The Holloway,
Droitwich, Worcestershire.
WR9 7AN

School URN: 116877

Date of inspection: 19th November, 2009

NS Inspector's Number: 566

Type of Church school: Voluntary Aided

Number of pupils: 393

Phase of education: Primary

Has Diocesan Quality Assurance been obtained for this report? Yes

Rating 1-4

How distinctive and effective is the school as a Church school?	1
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How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1

The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* *Voluntary Aided Schools*

National Society Statutory Inspection of Anglican Schools Report

St. Peter's Voluntary Aided Church of England First School

Church Lane, The Holloway,
Droitwich, Worcestershire,
WR9 7AN.

Diocese: Worcester

Local authority: Worcestershire
Dates of inspection: 19th November, 2009
Date of last inspection: March, 2006
School's unique reference number: 116877
Headteacher: Tracey O'Keeffe-Pullan
Inspector's name and number: Philip Mitchell 566

School context

This large primary school serves part of the town and a number of outlying villages. It has few pupils of other ethnic origin, with English as an additional language, and a lower proportion than average on the SEN Register. Many children have attended pre-school educational settings. Following a period of high staff mobility, and several changes of headteacher, the school has stabilised with the current headteacher in post for two years.

The distinctiveness and effectiveness of St. Peter's First School as a Church of England school are outstanding

The school has made remarkable progress during the past two years of its life, informed by the strong vision of the headteacher, of school leaders and of the very active and supportive governing body. It has addressed the key issues arising from the last inspection, with very strong plans to further strengthen the school as a Christian community with a clear and distinctive Christian voice in the local community. Within this setting children learn to respect and care for each other and for God's world. Over time they acquire a clear understanding of the Christian faith and values through their religious education (RE) lessons, collective worship and their links with the local church. The school provides good opportunities for learners to actively contribute to their own and wider communities and to develop personal qualities needed for moral, social, cultural and spiritual growth.

Established strengths

- Outstanding leadership and management in all aspects of school life
- Pupils' personal development, in a sustaining Christian ethos, expressed in high levels of care and consideration for others
- The quality of measures to embrace community cohesion and to reach-out into the local community

Focus for development

- Increased involvement of pupils and their parents in evaluation of the school's life as a church school
- Engage pupils in increased leadership and evaluation of collective worship

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

The school's Christian values are embedded in school life and relationships: they are expressed in language used by staff, policies and procedures, and in the positive, open, welcoming and honest interface with parents. They are, as the headteacher expressed it, "*the thread which links all aspects of school life*". Children clearly feel valued, special and say they enjoy school life. They express the school values and know that staff care and support them, and that school arrangements, for example as peer mediators, playground buddies, help them to care and support each other. Children are known and affirmed as individuals; their talents and achievements are celebrated. The school culture, arrangements and open-plan of the building encourage developing independence, confidence and self-esteem. Children feel that they have a clear voice and involvement in the life of the school – as members of the eco council and school council, for which they have received recent training, in their leadership roles as monitors. The school offers many opportunities for the spiritual growth of learners and seeks to capture important moments in the life of individuals and of the school which reflect that growth. Staff are excellent role-models for pupils, exhibiting high levels of care, nurture and respect for children. Conflicts and the rare incidents of bullying are quickly addressed. Children's knowledge and concern for the wider community are encouraged in developing links with schools in inner Birmingham and Uganda, in support of the Ministry of Hope and charities

such as Samaritan's Purse, NSPCC. Though more symbolism can be introduced in to the open areas of the building, the excellent learning environment has many features which encourage spiritual development.

The impact of collective worship on the school community is outstanding

Worship is clearly very important in school life. The headteacher leads, well supported by all staff and clergy. Children appreciate their leadership, more prominently in class and year group contexts, and in special school and church services. They prepare the hall, the music, and manage the IT projection. During worship observed, children and staff entered the hall singing and signing; their behaviour expressed respect, obvious joy and a sense of being completely comfortable in this context. Pupils and staff were equally involved and responsive in singing, signing, answers to questions, and in prayer. A candle and IT projection provided a focus for the setting, for presentation of the theme and for reflection. Children feel that worship is important and particularly enjoy 'sing praise' and the wider range of activities in classroom worship. Children speak of the value of prayer in their lives and of other opportunities for prayer, silence and reflection during the school day. Though opportunities for children to form their own prayers can be strengthened, they readily use the Lord's prayer, the Grace and share the Peace. Children comment that, "*prayer helps us to know that God is there for us*" and "*believing in God helps us to be less selfish, to care for others.*" Parents say their children often sing praise songs at home and that their children are affirmed by school worship, that prayer is embedded in their lives even where there is little explicit opportunity for prayer outside school. Opportunities for reflection, in designated areas in the school atrium and inside each classroom, are appreciated by children. There are plans for an outdoor reflection area. Pupils enjoy the Christian festivals and Leavers' services at church, excellently supported by parents, with plans to strengthen the celebration of the school saint's day. Worship is planned with cohesive themes which build upon the church calendar and key celebrations of other faiths to develop learners' understanding of Anglican faith and practice, whilst relating to the wider curriculum and needs of the school community. The clergy, foundation governors and church members provide good links with the parish and church for collective worship. The school policy and arrangements to record, monitor and evaluate the quality of worship and its impact upon pupils are very good.

The effectiveness of the religious education is good

RE is given equal prominence in school life to other core subjects with appropriate time allocation, opportunities for planning, for monitoring and evaluation. Teaching and learning is good: work is well planned and differentiated, often activity-based and related to children's experience and to other curriculum areas. In consequence pupils enjoy their work and achieve age-appropriate standards. Parts of three RE lessons observed were creative, interactive, engaging and well related to pupils' lives. The spiritual and moral development of learners is influenced significantly by the subject's strong emphasis upon values, upon empathy and compassion. RE promotes the Christian character of the school, and pupils' understanding of other denominations and faiths, enhanced by visits to different places of worship, is developed in a focus upon Judaism and Hinduism. Foundation governors support the subject leader's good planning and evaluation and a further review of the curriculum is pending. The subject leader recognises the need to further develop practices and procedures to improve the assessment of pupils' learning and to provide further opportunities for staff training.

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

The headteacher, staff and governors have led the school through a significant period of development. The headteacher expresses a Christian vision and aspiration for the school which is well supported by other school leaders, foundation governors and the governing body. It is articulated in meetings with stakeholders, parents, the church and local community, in the prospectus and communications, including regular newsletters and the school website. The school has very good structures, for example the Social, Moral, Spiritual and Cultural (SMSCD) committee, and procedures for staff and governors to challenge and monitor the impact of that vision; arrangements include evaluation of reflection areas and visits to other 'outstanding' church schools. The headteacher and governors strive to express the school's Christian 'voice' in links with other organisations and schools, leading with RE liaison. Staff feel valued, that they are a strong team, caring and supportive of each other. They believe their shared Christian values are supported by procedures for recruitment, induction and development, by their involvement in planning, evaluation and in dedicated training. Foundation governors contribute significantly to the spiritual leadership, with good procedures for monitoring RE and worship. Excellent policies are explicitly embedded in the school's Christian foundation and vision. Pupil well-being and community cohesion are supported by the school's determination to actively involve the church, parents and to reach out into the local community, by positive links with the diocese and involvement in diocesan events. There are effective arrangements for collecting and evaluating stakeholder comments. Though the parent partnership group can become more involved in evaluating the school's distinctiveness, parents say the school's communication with them is excellent, that they have good opportunity to voice their views, and the school responds quickly with care.