

## National Society Statutory Inspection of Anglican Schools Report

### St Peter's Church of England Voluntary Controlled Junior School

Mountbatten Way  
Raunds  
Wellingborough  
Northamptonshire  
NN9 6PA

**Diocese: Peterborough**

Local authority: Northamptonshire  
Dates of inspection: 2 December 2009  
Date of last inspection: 17 July 2007  
School's unique reference number: 121988  
Headteacher: Mrs L Stirrat  
Inspector's name and number: Mr N A Pett 157

#### School context

This school is smaller than the average and most pupils are from White British heritage. The proportion of pupils with learning difficulties and /or disabilities is above average. The school has had a co-headship for the last 12 months. It holds awards from the International Schools, Eco-schools, Healthy Schools and Active Young Citizens organisations and an Activemark for Exceptional Delivery of PE and Sport.

#### **The distinctiveness and effectiveness of St Peter's as a Church of England school are satisfactory.**

The school has a sound Christian character and pupils are all valued. They are given good support and make good progress in their moral, social and cultural development. The school is aware that it needs to look again at its vision and ensure that the impact of collective worship and religious education are improved.

#### Established strengths

- The Christian ethos leads to pupils having positive attitudes, behaving well and enjoying school.
- International links and eco work enhances pupils' understanding of spiritual, moral, social and cultural issues in relation to both Christian and other faiths.
- Pupils are given good opportunities to exercise responsibility through the school council, eco-council and the house system.
- Parents and carers are supportive and involved in their children's education.

#### Focus for development

- The governors and senior staff to implement a more effective strategy for monitoring and evaluating the Christian character of the school and the impact of collective worship.
- Strengthen church links so that pupils gain greater awareness of Anglican practice.
- Improve the quality of learning and teaching in religious education to raise pupils' knowledge and understanding.

#### **The school, through its distinctive Christian character, is satisfactory at meeting the needs of all pupils.**

There is an inclusive Christian ethos which cares and supports pupils' pastoral development well. The effective use of a cross and other symbols clearly show the school's Christian status. The very good opportunities presented by the links with schools in Africa, through the 'Connecting Classroom Project' and 'Eco' work undertaken, make a significant contribution to pupils' understanding of different cultures and adding well to their sense of responsibility as young citizens and their understanding of community cohesion. The school environment makes a significant contribution to most pupils' spiritual development especially through the

environmental areas for which they take responsibility. The large computer screen in the foyer is well used to reinforce collective worship themes and there are good opportunities for wonder and reflection around the school. Academic standards and achievement have varied since the last inspection although assessment procedures are now supporting pupils' academic progress. However, standards in religious education are only satisfactory and this is a key focus for development. This shortcoming undermines pupils' spiritual, moral, social and cultural development. The opportunities which pupils experience in their work across the curriculum are very visible in some stimulating displays although there are few relating to religious education. Talking to groups of pupils shows that they have good attitudes, enjoy coming to school, enjoy their learning, and feel safe in school. Most behave well, and in the playground and at lunch socialise well. Pupils are generally confident in seeking support and in supporting each other through a clear code of Christian values and rules which they have had some opportunities to design. They enjoy the challenge of their school councils and house system which impacts well on their moral and social development. They also have good relationships with adults in the school, responding well to the expectations of treating each other fairly and with respect. Parents, carers and the local community speak positively of the school's Christian ethos and how it helps their children to learn and develop.

**The impact of collective worship on the school community is satisfactory.**

Most members of the school community, regardless of background, feel included and affirmed by worship. Worship often influences the thinking and day to day actions of the school community as illustrated by the gains made in pupils understanding of the awe and wonder of God's world and the importance of light in the collective worship which was observed. Pupils talked sensibly about the theme and had obviously benefited from the computer presentation showing the concept of light in many different ways. This was a very powerful opportunity for reflection and prayer is well used in collective worship, including the singing of the Lord's Prayer, and pupils sing well. Other opportunities for prayer in class are missed and this undermines pupils' awareness of the importance of a prayer life. The main festivals of the Anglican faith are celebrated as are the festivals and roles of other major faiths, thus contributing to community cohesion. Worship occasionally takes place in the parish church which allows pupils to experience Anglican tradition and practice. Pupils indicated in discussion that they would like these opportunities to be increased. In school candles and other symbols are effectively used to establish that worship takes place in a special environment. Good use is made of visitors to lead collective worship but pupils still do not have enough opportunities to contribute to and organize their collective worship. There is also little activity with pupils to evaluate the impact of worship on their own values and beliefs. The system for assessing the impact of collective worship by staff and foundation governors is not done consistently, and although there are strengths only satisfactory progress has been made in addressing the areas for development from the last inspection.

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

The overall self-evaluation of the school is slightly generous although it recognises its strengths and weaknesses. However, there has not been enough attention given to the development points from the last inspection overall. The action taken to improve the effectiveness of the school as a church school through self-evaluation as a key driver of the school development plan has been satisfactory. The plan is very detailed but the success criteria make it difficult for the school to measure its effectiveness. The vision statement is appropriate but it is not used effectively enough to shape the life of the school or suitably included in the brochure and on the good school website. Policies are well structured including those for collective worship and religious education although their impact needs to be more effectively monitored. Governors are supportive but they are not monitoring and challenging the school in the context of its church status sufficiently. They are aware of and working to address leadership and management issues. Relationships with parents, and the local and the international community, are generally effective but the links with the church are underdeveloped and opportunities to develop pupils' awareness and understanding of Anglican practice are missed.