



National Society Statutory Inspection of Anglican Schools Report

Saint Peter's Church of England Aided Junior School,

Thornhill Road,
Littleover,
Derby,
Derbyshire.
DE23 6FZ

Diocese: Derby

Local authority: City of Derby
Dates of inspection: March 8th 2007
Date of last inspection: April 2002
School's unique reference number: 289464
Headteacher: Mrs Alison Woodhouse
Inspector's name and number: Mr Huw Williams : 348

School context

Saint Peter's Church of England Aided Junior School is a medium size Junior school situated on the outskirts of Derby. Approximately half the children are of white ethnicity; the remainder from a number of minority ethnic groups. After a difficult period the school is now looking forward more positively. A new Headteacher has just been appointed to the position after a period as Acting Head.

Summary Judgement

The distinctiveness and effectiveness of Saint Peter's as a Church of England school are good.

Strong Christian principles underpin all aspects of school life. The creation of a safe and secure community ensures that the children mature both spiritually and academically. The caring attitudes of the staff epitomize the way in which the school's Christian ethos is the foundation to its success.

Established strengths

- The strong Christian ethos ensures that all pupils are highly valued.
- The good relationship between the school and the church.
- The good quality of collective worship and religious education which impacts on the schools distinctiveness.
- The children's personal, social and moral development is consistently supported throughout the school by all staff.
- The support for the school and the confidence expressed in it by Governors, parents and the wider community.

Focus for development

- Provide training for Foundation Governors to understand the importance of the Christian distinctiveness of the school.
- Extend the variety of worship settings and style so that pupils can be more personally involved.

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

The Headteacher supported by the church, governors and staff, is establishing a positive learning environment where Christian values and attitudes are affirmed through its practice. The good relationships within the school contribute to the creation of a strong caring ethos. Parents stated that they value the *'love and caring community'* created at the school and commented *'even through the disruptions the children were happy to be at school.'* Pupils speak well of the school, where they feel happy and secure. Pupils recognize the significance of rules and have a good understanding of what is right and wrong. This means that in the main pupils behaviour is good. Pupils enjoy the learning experiences provided and work well together showing good support for those in difficulty. They are well aware that they belong to a church school and that this supports its caring ethos. Pupils acknowledge the importance and appreciate the work of the school council. Children's achievements both academic and non academic are promptly recognised and rewarded. Children are keen to share when they had been *'star of the week'* and their picture displayed in the hall. The school's Christian distinctiveness is seen clearly in Christian symbols around the school. An example of this is the chair in the entrance area which is used as a focus point. Last term it was a *'peace chair'* and this term the theme relates to Lent. There is no Christian symbol outside the school to further endorse the school's distinctiveness. Relationships in the school and the wider community are good, reflecting the ethos and values of the school. Governors provide very good support. Staff are good role models for the children.

The impact of collective worship on the school community is good

Worship is very important in the life of the school. This is verified by the children's enthusiasm for it and their ability to remember details of favourite assemblies. To enhance its significance arrange worship so that it is delivered in different styles and settings so making it more appropriate to specific age ranges. Its impact would be further enhanced with the acknowledgement of the differences between worship and assembly. Collective worship is well planned and organised and a good variety of themes are delivered by a range of leaders. Staff regularly attend whole school worship and this supports its importance within the school. Pupils are aware of the distinctive nature of worship and enter and exit the hall in a quiet and respectful way. They respond appropriately and sing with enthusiasm as seen in the worship observed. The weekly worship led by *'Illuminate,'* a local church workers drama group, is greatly appreciated by the children. Children and the community attend the church for all the major festivals and they contribute with appropriate prayers and readings. The contribution the vicar makes has a significant impact on the spiritual life of the school. Worship in the local church on special occasions provides a time for the whole community to share in celebration. The understanding of Anglican rituals is supported through worship by appropriate use of prayer and symbols. Children are keen to talk about their faith. Pupils learn about Anglican traditions and are able to identify with personal prayer in their own lives.

The effectiveness of the religious education is good

Religious Education is recognised as an essential component of the whole school curriculum. The high status the subject is given is in recognition of its importance to the well being of the pupils. This is actively and positively supported by governors, staff and parents. Teaching and learning was seen in the main to be good. An example of interactive learning was seen in discussion with year four to year six children on signs and symbols. They commented *'the cross is where Jesus died for our sins'* and *'the dove is a sign of the Holy Spirit.'* Children participate well in class prayers saying 'the grace' before lunch and a prayer at the end of the day. The importance of prayer was supported in each class by a prayer book written by the children. To aid this more reflective time and space is needed. Appropriate consideration is given to the learning of different faiths. Children work willingly and respond readily with enthusiasm and enjoyment to the tasks presented. This was seen in the lessons on Purim and the positive responses the children made to the questions raised. Relationships in all the classrooms are very good. Pupils' attitudes are very positive and enthusiastic teaching stimulates their interest and pace of learning.

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

The Headteacher along with the staff, Governors, and vicar share and promote a Christian vision for the school. They strongly support the school's church foundation and value the Christian ethos as an important aspect in promoting the school within the community. The Foundation Governors role in challenging the school as a church school is limited. The Foundation Governors role in monitoring and evaluating the worship life of the school is yet to be fully developed. There are good links with the local church. The school and the vicar actively work together to provide the children with good experiences of the Anglican traditions. The children join in services at the church to which parents and the community are invited. Parents consulted during the inspection were highly supportive of the school. They were pleased with the progress made by their children not only academically but also with the level of care they receive. They are also supportive of the school's community involvement and are happy with the readiness of their children to attend school. The school has successfully addressed the issues raised in the last inspection report.

SIAS report [March 2007]

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