

## National Society Statutory Inspection of Anglican Schools Report

### St Peter's Brafferton Church of England Voluntary Aided Primary School

Helperby

York

YO61 2PA

#### Diocese of York

North Yorkshire LEA

SIAS inspection: 24<sup>th</sup> March 2006

Previous S23 inspection: 19<sup>th</sup>-21<sup>st</sup> June 2000

URN: 121606

Headteacher: Mrs K.S. McEvoy

SIAS Inspector NS 193: Mr M.H. Brammer

#### School context

St Peter's CE Primary School is a small rural school serving Brafferton and Helperby and a number of outlying villages. There are 63 pupils on roll. The proportion of pupils eligible for free school meals, from minority ethnic groups or identified as having special educational needs is low. The headteacher has been in post for two years and building developments in this time have improved the facilities for both pupils and staff.

#### Summary Judgement

St Peter's is a good church school that reflects its Christian foundation. The distinctive ethos, based on shared values, supports very good relationships that help all connected with the school to feel that their contribution is valued.

#### Established strengths

- The very good relationships throughout the school that stem from its Christian ethos.
- The good relationship with the church that helps to link school, parish and community.
- The pattern of worship that celebrates the Christian year both in school and in church.

#### Focus for development

- Extend the role of Foundation Governors to consider the distinctive features that make an excellent church school.
- Involve both teachers and governors in the monitoring and evaluation of religious education.
- Seek support from the Diocese to help to analyse the impact of Collective Worship and plan for future development.

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The way in which the school, through its distinctive Christian character, meets the needs of all learners is good. The staff apply their values consistently. They care for the children very well and want the best for them. Discussion with both parents and children shows that all recognise and appreciate this. The curriculum is broadened by the study of faiths other than Christianity and by work on communities in other countries like Pakistan. This makes a good contribution to the pupils' spiritual, moral, social and cultural development by teaching them about the life and ideas of a world outside their own experience.

**What is the impact of collective worship on the school community?**

The impact of collective worship in the school community is good. Worship is well planned and is led at different times by the school staff, by children and by a Methodist minister. Important festivals in the church year are observed reinforcing the school's Anglican status. The atmosphere in the celebration assembly observed is good. All share in the singing and time of reflection and enjoy the successes of the week. The presence of parents and governors reinforces links with the community. The values that are shared make a good contribution to the children's spiritual, moral, social and cultural development. The good impact of worship is seen when the children talk enthusiastically about the 'prayer pennies' they have made and their experience of saying prayers during the school day. The school holds a service in the church each term and is being supported by the diocese to make the celebration of the Eucharist more meaningful to children. The good practice is not supported by evaluation of the impact of worship on the school community.

**How effective is the religious education?**

The provision for religious education is good and it has a good impact on the school. The subject is accorded high priority by the co-ordinator who is timetabled to teach all children from Years 2-6. Teaching is good in the lessons observed and older pupils are encouraged to reflect and ask questions about some of the events of Holy Week which is good for their spiritual development. Younger pupils' understanding of baptism is increased by the lay-worker leading a lesson round the font in church. Godly Play helps all pupils to use drama to deepen their understanding of stories they have heard. Discussion with pupils shows that they have good attitudes to the subject and good recall of work they have learnt about Christianity and about other faiths. Procedures for monitoring and evaluating the subject are underdeveloped.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school is good. The school's Christian vision is clearly expressed in its ethos statement and the very good relationships in the school reflect it. The headteacher and the lay-worker work together well and there is a strong relationship between school and church that benefits the pupils. The children's views are sought and they make a good contribution to fundraising for different charities. Parents value the care that staff show for the children. The governors support the headteacher fully as she develops the practice that makes the school a good church school. They have not thought about the next step to make it an excellent church school.