

National Society Statutory Inspection of Anglican Schools Report

St Peter's Church of England Voluntary Aided Primary School

Liverpool Grove

London

SE17 2HH

Diocese: Southwark

School's Unique reference number: 100839

Date of inspection: 12 and 13 September 2007

Date of last inspection: March 2001

Headteacher: Mrs H Dacey

Chair of Governors: Ms S Ben- Nathan

Inspector's name with National Society inspector's number : Mr C Powell (183)

School context

St Peter's is a one form entry Church of England Primary School with a Nursery serving the inner city area of Walworth in the Borough of Southwark. The school serves an area of considerable deprivation. The proportion of pupils from ethnic minority groups is high and many are at an early stage of learning English. The percentage of pupils with statements of special educational need is average. The school is housed in secure well maintained accommodation. The faith intake of the school is predominately Christian. The school has a clear set of aims and values which are central to its life as a Church School.

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

This good school has a strong Mission Statement which is lived out on a daily basis and is central to the heart of the school. There is strong evidence to support the fact that the aim, 'A school which worships, prays and celebrates the love of God wherever it is found', is being met. The headteacher, ably supported by her deputy and Governing Body, is totally committed to the development of the school and its community. Cultural diversity is celebrated and relationships within the school community are harmonious. The school is well organised and has good clear self- review processes in place, as a Church School.

Established strengths

- Links between the School and Church
- The structures and development of Collective Worship
- Learners feeling valued and special
- The headteacher, deputy, clergy and Foundation Governors work in partnership to successfully lead this Church School

Focus for development

- Greater continuity in the quality of learning and teaching in Religious Education (RE) to ensure maximum pupil progress is made
- Further develop assessment techniques in RE
- Monitor the quality and impact of developments in Collective Worship
- Plan times of reflection into RE lessons

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

The pupils at St Peter's School feel very valued and special. Christian values permeate this school and lead to harmonious and secure relationships which some pupils do not experience elsewhere. They enjoy coming to school due to the range of exciting opportunities presented to them. Pupils are listened to and made to feel safe. Relationships in the school are strong and pupils speak positively about how they are helped and supported. The well established School Council were able to evidence their involvement in establishing playground buddies, charity support programmes and spending decisions. Academic and social achievements are recognised and rewarded. The use of an achievement assembly enhances this. Pupils are given various responsibilities to support the expectation structure of the school. Extra- curricular provision include a gardening club which pupils really enjoy attending and, as a result, derive a good understanding of caring for God's natural world. Pupils have a good level of self- esteem and self-respect. Additional adults employed by the school are proactive in their engagement with individuals. The use of learning mentors for both academic and social development of pupils impacts on pupils' positive attitudes to learning and Christian values. Pupils are starting to develop their individual spiritual awareness, but this is limited because insufficient opportunities are planned. School self- evaluation recognises the need for pupils to be more reflective. Pupils and staff work collaboratively and are able to discuss their understanding of faith openly through worship times, Personal Social and Emotional development lessons and through RE. The school is a well resourced and well cared for environment. Displays are attractive and stimulating, learning cues are evident across the school and impact on pupil progress. There are good displays of work done in RE and relating to the values of the school. These support the ethos and distinctiveness of this Church School. School self- evaluation graded this section as strong. Inspection agrees that this area is good.

The impact of collective worship on the school community is good

Worship plays an important and central part in the life of the school. The school has a very clear policy which outlines the aims of worship and underpins the structures that have been put in place to ensure delivery of quality acts. The headteacher, deputy and clergy plan programmes of worship together which aids cohesion. Themes selected are appropriate, reflecting the Church's calendar as well as supporting areas being explored in RE lessons. The development of worship has had a major focus over recent months, the impact of which is that provision in this area is now good. Worship is delivered by a range of staff and clergy in school and in the church. During inspection two acts were observed. Both were well planned, catered for the needs of all pupils, reflected the broader programme of worship and were attended by all pupils. The lighting of a candle and the use of visual prompts created an atmosphere conducive to worship, adding to the quality of provision.

Pupils have a positive attitude to Collective Worship. They enjoy going to church, singing and preparing their class assemblies. They especially liked the achievement acts where they were made to feel special for a range of reasons. The place of prayer is strong in the school. Pupils have many opportunities to write and experience prayer within and beyond the planned acts. Support staff regularly attend worship and enjoy the experience. During inspection they spoke positively about worship and how, regardless of their faith background they felt included and able to talk with pupils about what had been taught in worship in an open way.

The strong development of worship has included greater use of liturgy and set prayers. The impact of this was seen during inspection and supports the structures and policy that the school is embedding. School self- evaluation graded worship and a strength of the school. Inspection agrees that this aspect of school life is good.

Religious Education is satisfactory

Standards in RE are satisfactory and in line with national expectations. Pupils make satisfactory progress during lessons and over time. Standards are not yet good because although the school has a good scheme of work in place in line with Diocesan requirements, continuity in the delivery of this scheme across the school is not yet embedded. The school is well resourced and the time allocation to RE is in line with expectations but there is an imbalance between the two attainment

targets with insufficient emphasis on learning from religion. Teaching is satisfactory, although the school judged it to be good. Individual lesson plans were well structured, identified clear learning objectives and provided well for the use of resources. However, assessment of pupils' work is in its infancy and marking and feedback to pupils across the school are inconsistent. Because assessment is not fully developed, work is not always matched to different abilities. This limits the progress that some pupils make. Spiritual Moral and Social development is also unplanned in individual lessons. The spiritual and moral development of pupils in RE is therefore also judged as satisfactory. However, the deputy headteacher who has recently taken on the role of RE subject leader, has already made an impact on standards and provision. She has accurately identified these areas for development and has already monitored lessons and has given feedback to staff as part of the school's development process. She is aware of the next steps to be taken by the school in order to move RE to good.

RE is important in the life of the school. Pupils spoke positively about RE. They enjoy the subject and think that it is given a place of importance in the school. They especially enjoy visits beyond the school and drawing pictures. Older pupils had particularly enjoyed the work on comparative religions. They liked the way their work was displayed and valued. The commitment of senior staff to its development is also strong as evidenced in the work of the deputy headteacher.

The schools' self evaluation considered the effectiveness of RE to be strong. Inspection disagreed with this judgement and found this area to be satisfactory.

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

The headteacher and Governing Body have a clear vision for the development of St Peter's as a Church School and work hard to realise this vision. The aims of the school are prominent in documentation and Christian symbolism is evident around the building. The deputy headteacher is pivotal in her role as RE and School /Church links coordinator. The highly effective working relationship between clergy and school staff has led to improved outcomes for worship and is starting to impact on the quality of RE. Pastoral structures within the school community are strong and supported by the church. Good evidence of the impact of these structures were the support, care and guidance given during a recent bereavement.

The process and structures to support the self- evaluation of this school are satisfactory. Some judgements are not yet accurate, but a recently formed working group is starting to make effective use of the evaluation leading to clear action planning and monitoring being put into place. The good developments in Collective Worship are an example of this.

The RE Subject leader is good and exercises her role well. She is well organised and has a clear focus on improving provision and raising standards. She works in close partnership with the headteacher. New staff are well supported by her and inducted into the life of this Church School. Staff development needs are well met through whole staff training and individual coaching sessions.

At the time of inspection the School Council spoke positively about belonging to a Church School and their own part in working alongside teachers to make the school an even better place. Staff interviewed as part of the inspection process had a clear understanding of the school's vision. Links with the parish are strong and effective; an example of this is members of the congregation helping in school. Other faith groups supporting the teaching of Islam and Judaism contribute to the quality of provision and are welcomed into the school. The school self- evaluation tool recorded leadership and management of the school as a Church School as strong. Inspection agrees with this judgement.