

National Society Statutory Inspection of Anglican Schools Report

Yalding St. Peter and St. Paul Church of England Voluntary Controlled Primary School

Vicarage Road,
Yalding,
Maidstone,
Kent
ME18 6DP

Diocese: Rochester

Local authority: Kent LA

Dates of inspection: 13th January 2009

School's unique reference number: 118638

Headteacher: Glynis Coates

Inspector's name and number: Julia Watts N.S.No.466

School context

Yalding St. Peter and St. Paul is a Voluntary Controlled Church of England Primary school in the small Kent village of Yalding about 6 miles from Maidstone. It is a very popular village school of 156 pupils who are mostly White British. Standards on entry are just below average and are well above average by the end of Year 6. Approximately 30% of pupils come from worshipping Christian families. Ofsted judged it to be an outstanding school with outstanding provision for pupils' personal development.

The distinctiveness and effectiveness of Yalding St. Peter and St. Paul as a Church of England school are good

Yalding St. Peter and St. Paul Church of England Primary School is a good Church school that has made good progress since the last inspection.

Established strengths

- The Christian family atmosphere amongst pupils, parents and staff.
- The supportive and mutually enriching relationship with the parish church.
- The Christian leadership of the headteacher and Governing Body.

Focus for development

- To improve the quality of reflective display and environment of the school to promote Christian spiritual development.
- To involve pupils and parents in the process of evaluating Collective Worship.
- To regularly monitor and sample pupils' work in Religious Education to ensure appropriately challenging work is set across the school.

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

Yalding St. Peter and St. Paul promotes 'traditional Christian values' that cherish each individual child. As a result, pupils are hard-working and well-behaved. They love their school and know that the adults look after them and care about them. Pupils understand Jesus' teachings to mean that they should put others first, as that's the example they are set. In this school, pupils know they should look after one another and that the older pupils have a responsibility to show younger pupils how to behave. Pupils are keen to give to charity and support those who don't have what they do. There are thriving links with the Yalding school in the Gambia and with a local charity working in Zimbabwe. Pupils make excellent progress in moral and social awareness and can link their behaviour and decisions to biblical ideas. Adults in the school have very good supportive relationships with one another and this is reflected in their interaction with the pupils. The school environment provides good opportunities for pupils to care for the world around them, but more could be done to encourage reflection and develop pupils' spirituality. Creative displays of pupils' work are of a

good quality and support learning in Religious Education (RE).

The impact of collective worship on the school community is good

Collective Worship has a central place in school life and has a very positive impact on pupils, who enjoy 'learning about God through songs and stories'. The headteacher plans Collective Worship around biblical passages or themes. All teachers attend Collective Worship most days and pupils say Grace before lunch and prayers before they go home each day. Pupils enjoy worship times and value the opportunities to be with each other and share together. They say lighting the candle helps them to concentrate and pray. Pupils can relate the Christian teaching from Collective Worship to their own lives. However, pupils would like to be more involved in the evaluation process and contribute towards making Collective Worship even more effective. The school does well in developing in pupils an understanding of Anglican faith and practice. For example, both pupils and parents enjoy their special services in the church, which celebrate major Christian festivals throughout the year and at the end of each term. Pupils know the Lord's Prayer and use liturgical greetings and can explain the key festivals in the Church's year, including Pentecost.

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

This delightful village school has a supportive family feel because the head teacher and senior managers are committed and clear about their Christian vision to nurture and encourage each individual child. The school is well managed and supported by its Foundation Governors. The school and the church enjoy a supportive and enriching relationship and maintain good levels of communication. Foundation Governors have been involved in the self-evaluation process with senior staff, although parents and pupils are not yet formally involved. The school's self-evaluation as a Church school is accurate and this effective evaluative process has highlighted areas for development in Collective Worship and RE. RE is led and managed by the headteacher, and staff feel confident in delivering the syllabus. Most teachers are beginning now to assess accurately using the level descriptors, but standards are inconsistent across the school. Parents speak enthusiastically about the supportive Christian ethos that underpins school life and the positive effect this has on their children's spiritual and moral development.

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