

National Society Statutory Inspection of Anglican Schools Report

Name and address of school: St Peter's Church of England Junior School
Type of school: Junior
Status:VA
Diocese: Ely
LEA: Cambridgeshire
Dates of inspection: 3rd May 2006
Date of last inspection: 5th May 1999
School's Unique reference number: 8733365
Name of Headteacher: Mrs Judith Skelton
Inspector's name: Mrs Jan Munt

School context

St Peter's School is set in a pleasant residential area of the Fenland town of Wisbech. Pupils come from a wide variety of backgrounds, including a significant traveller population. There is a high percentage of pupils with special needs, many with difficult home circumstances. One Sikh and two Muslim families attend the school.

Summary Judgement

St Peter's is a satisfactory Church of England School. The school's self-evaluation is secure.

Established strengths

The Headteacher and the Chair of Governors give the direction, encouragement and support to realise a distinctive Christian vision for the school. The relationships within the school community are characterised at all levels by Christian care and concern for others.

Focus for development

The school has rightly recognised that training opportunities for staff need to be provided to increase awareness of the spiritual dimension of collective worship and RE and to identify and develop spiritual development through the curriculum.

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

The school, through its distinctive Christian character, makes good provision to meet the needs of all learners, especially those who are experiencing difficulties or causing problems for others. Pupils feel happy to discuss any problems with adults in school and there is a 'Listening Box' in every classroom which allows pupils to express their deepest feelings privately. A quiet, supervised room is available for disruptive or distressed pupils to use as necessary.

Learners from all groups feel valued and special. Their voice is heard on the School Council and their achievements are celebrated in the classroom, in collective worship and at home through a postcard home system.

The very personal approach of the Headteacher sets the tone of the relationships within the school community, which are characterised by Christian care and concern

for others .A sense of community and mutual support is evident amongst the pupils and is actively promoted through a 'Buddy System' which encourages learners to look out for others.

The school environment is colourful and stimulating and the excellent 'Bright Sparks' quotations and the very positive school rules on display encourage thought and give opportunities for spiritual and moral development.

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

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

Collective worship occupies a secure place in the life of the school and, in the worship observed, evoked a positive response from those attending, who sat attentively throughout and sang with great enthusiasm. All the members of the School Council said that they enjoyed collective worship, particularly class assemblies.

Worship is consistently and recognisably Christian and draws on the school's links with the local churches, especially through the contribution of their staff.

The school is aware that the collective worship policy needs to be reviewed and that a process for evaluation needs to be developed in order to identify and emphasise its spiritual dimension.

How effective is the religious education?

The effectiveness of religious education is satisfactory.

The governors and senior management recognise the importance of RE and ensure the provision of appropriate staffing, curriculum time and learning resources.

RE has a high profile in school as shown by the excellent RE displays in every classroom. Pupils' attainment is at least satisfactory in terms of the learners' background as shown by the responses in lessons and by discussions with individual pupils. The quality of both learning and teaching is at least satisfactory and plans are in place to expand teachers' understanding of the spiritual dimension of RE and to develop appropriate assessment strategies to support their planning.

The school is aware that at present pupils have limited contact with people of other faiths and cultures and are considering ways in which to address this.

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

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

The Headteacher and the Deputy Headteacher contribute significantly to the success of the school by promoting a distinctive Christian vision for the school. Governors are aware of the school's Christian vision and purpose, which are expressed in the school's aims and are evident in the school badge and the prominence of the cross in every classroom. The support of the Chair of Governors for the Headteacher and the staff is exemplary, both professionally and, in his role as incumbent, pastorally.

There are strong and fruitful links with the local Anglican church communities. The personal involvement and concern of the Headteacher ensure that teaching and non-teaching staff feel involved and appreciated and relationships between all members of the school community are good.

Parents feel that the school has special qualities that enable learners of all

backgrounds to flourish as individuals.

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