

## National Society Statutory Inspection of Anglican Schools Report

### St. Peter's Anglican/Methodist VC Primary School

Bank Road  
Pilning  
Bristol  
BS35 4JG

#### Diocese: Bristol

Local authority:	South Gloucestershire
Date of inspection:	19 <sup>th</sup> January 2009
Date of last inspection:	Not previously inspected
School's unique reference number:	132927
Headteacher:	Mr. Keith Tinline-Purvis
Inspector's name and number:	Mrs. Patricia Morris 626

#### School context

St. Peter's Anglican/Methodist VC Primary School is a fairly small school with 172 learners on roll. The school was established in September 2007 as a result of an amalgamation of two previously separate schools, only one of which was previously a Church School. Most learners are from white British backgrounds. The percentage of learners with special educational needs is below the national average. The majority of learners are from local villages.

#### **The distinctiveness and effectiveness of St. Peter's as a Church of England school are satisfactory.**

St. Peter's is establishing its distinctiveness as a faith school after a difficult time of amalgamating two schools. The Christian vision of the headteacher and the governing body is impacting on learning and behaviour. This is reflected in an environment where the learners feel cared for, feel safe, are happy and are valued as individuals.

#### Established strengths

- The high quality pastoral care reflecting Christian values.
- The shared vision of the school as a faith school by all stakeholders.
- The good support for children with learning difficulties.

#### Focus for development

- Establish a structured programme for monitoring and evaluating Religious Education.
- Develop structured opportunities for Governors to monitor and evaluate the Christian character of the school.
- Improve learner's cultural development by providing more opportunities for first hand experience of faiths and cultures other than their own.

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

The school makes satisfactory provision to meet the needs of all its learners including those with special educational needs and those who are causing problems for others. Learners feel there is occasional bullying and that some learners need more defined boundaries. The majority of learners feel valued and enjoy their work. Most learners feel their views are taken seriously and that there is a system in place to deal with problems quickly and effectively such as the worry boxes located in each classroom. They recognise the effective voice of the school council in dealing with problems and acting on suggestions such as the improvement of the school playground in developing learner's opportunities for constructive play. Learners feel that school is a safe place. Parents feel that the Christian character supports the values portrayed at home. They state that the school is welcoming, re-

flected by the headteacher greeting learners at the start of the day, and that the family atmosphere aims to encourage respect. The Christian foundation of St. Peters is reflected in its Mission statement '...children are nurtured and valued...in a caring, stimulating environment'. Evidence of the school's Christian character is reflected in a few key areas around the school. There are occasional displays but these are not of a high standard, with no explanations, and learners find it difficult to explain some of the religious stories or the values they represent. The Christian character of the school needs to be given a higher profile around the school and especially within the classroom environment where there is little evidence to support the fact that it is a Church school.

**The impact of collective worship on the school community is good.**

The school's policy for worship is implemented and acts of worship are well planned with stimuli used effectively such as the appropriate music which links effectively with video excerpts. Most learners gain in spiritual development as a result of acts of Collective Worship and this is reflected in their behaviour and the values encouraged by the school. The way that learners listen carefully, interact and respond confidently to questions show that they understand the importance of worship. Behaviour is good in Collective Worship because material is age appropriate and it links with current topics. Learners respond appropriately to opportunities for prayer and quiet times. This is apparent in their thoughtful expressions and reactions. Teaching staff are present and the worship takes place in an atmosphere of calm and respect with opportunities for reflection. Governors occasionally attend worship and give verbal feedback. There is no evidence of this evaluation and a monitoring programme to include all stakeholders would further develop this area. Learners say prayers at lunch time, at the beginning of the school day and occasionally at the end of the day. Regular visitors contribute to the learners understanding and enjoyment which is reflected in discussions with learners. The headteacher is aware that learners would welcome more opportunity to participate in worship on a more regular basis. There are no withdrawals from school worship. The school observes major festivals of the church's year and learners can talk about some of the key elements in these festivals, with guidance. Fundraising events for charity offer opportunities for awareness of the wider world. Links with the local Methodist church are positive.

**The effectiveness of the leadership and management of the school as a church school is satisfactory.**

The leadership and management of the school as a church school are satisfactory. The Christian vision is evident in most public documentation and in the new Mission statement. Foundation Governors are aware of the school's Christian purpose and provide pastoral support for the headteacher. They articulate a shared vision for the school that makes reference to Christian values but there is no structured monitoring programme to enable them to evaluate the school's work on developing Christian spirituality. Development of religious education has been restricted by the long term sickness of the co-ordinator and with no Anglican priest in place for support. This has resulted in religious education not being a priority in the life of the school. This is confirmed in the lack of budget and the omission in the school development plan. All stakeholders speak positively about the effect of the headteacher on the ethos of the school, especially regarding behaviour and the welcoming atmosphere. Parents are satisfied with the way in which the school seeks and acts on their views. The schools evaluation of itself as a church school ensures that most stakeholders are contributing to the school improvement. The school has meaningful involvement with the Methodist church and other community groups but more support from the Anglican community would be welcomed in developing the Christian character of the school.