

**St Peter's West Hanningfield Church of England Voluntary Aided Primary School**

Church Road  
West Hanningfield  
Chelmsford  
Essex CM2 8UO

**Diocese: CHELMSFORD**

Local authority: Essex

Dates of inspection: 21<sup>ST</sup> March 2013

Date of last inspection: 16<sup>th</sup> June 2008

School's unique reference number: 115202

Headteacher: Mrs Wendy Figueira

Inspector's name and number: Mrs Rosemary Privett 321

**School context**

St Peter's is a smaller than average primary school. Almost all pupils are from White British heritage and no pupils speak English as an additional language. In the last two years there have been changes in the senior leadership. The headteacher and deputy were both appointed in September 2011.

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

The strong Christian leadership of the headteacher and deputy is ensuring that this is a caring and inclusive community firmly rooted in its Christian values. The shared ethos creates a nurturing environment which results in confident and happy pupils who enjoy coming to school and feel highly valued as individuals. Explicit Christian values, based on the 'fruits of the spirit' are embedded and have a very strong impact on the attitudes and behaviour of pupils which are exemplary.

**Established strengths**

- The strong Christian leadership of the headteacher and deputy headteacher.
- The attitudes and behaviour of pupils which are exemplary
- The strong and supportive links with the local church and clergy

**Focus for development**

- Develop assessment in religious education [RE] to ensure that progress is measured and tracked across a key stage
- Develop procedures to ensure that the monitoring and evaluation of the schools Christian character is robust and feeds into overall school improvement planning.

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

This is a school where pupils achieve well. The inspiring and committed leadership of the headteacher and deputy headteacher is key to its success. They promote a strong Christian vision and all stakeholders are supportive of this. Parents greatly value the emphasis it places on pupils' personal development and wellbeing. Success in both these areas is rooted in the school's Christian character and its core values which are based on the 'fruits of the spirit.' These have a strong impact on pupils' attitudes to learning because they prompt them to think carefully about how they work with others and persevere with challenging tasks. The values are made explicit through displays around the school and through direct links with the schools behaviour code. As a result of this, they also have a very positive impact on the behaviour of pupils which is exemplary, and on relationships at all levels. Bright, prominent displays demonstrate how the school is ensuring that its distinctive character permeates the wider curriculum. A very good example of this is the 3D displays from a recent Book Week, where all classes had focused on the Bible as a key text. The influence of worship also stretches beyond the daily act of worship. Pupils are proud of the art work that was generated when they were asked to create their own visual interpretation of a favourite hymn. All these activities strongly support pupils' spiritual development. The active school council takes its role very seriously and through its work has influenced many key decisions such as changes to school uniform and the creation of a homework club. They are proud of their giving to charitable projects, through which they experience the Christian values of service and gratitude.

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

The daily act of worship is seen by all members of the school community as central to the day to day life of the school. It is a focus for the celebration of important events in the school and church calendar. It has a strong Christian focus and is viewed as a time when the schools core values are shared and discussed. Children often discuss aspects of worship immediately after the event .Parents also say they feel included in worship and value the time for personal reflection. The attitude of pupils to collective worship is good because the quality of worship offered to them involves them and supports their spiritual and moral development. They regularly lead prayers and bible readings and contribute to the high quality music which is a strength of worship. Since the last inspection the school has developed opportunities for pupils to increase their involvement by planning and leading acts of worship. To this end, a pupil 'worship group' had been established. The vicar effectively supports the work of this group, meeting with them to discuss and plan services in church at key times in the year, like Mothering Sunday. Although this is a recent development, the impact on pupils and the wider community can already be seen. One pupil said, 'We are pleased that teachers trust us to plan our own worship.' Another said, ' We want to do services with something for everyone and get more children to come to our church! ' Prayer has a place of importance in daily worship and at other times during the school day. Many pupils shared the importance of the school's prayer request book seeing it as a way of asking God's help.

### **The effectiveness of the religious education is good**

Pupils clearly enjoy their RE lessons in this school, where RE has a high profile and is effectively led. As a result, RE supports pupils' spiritual and moral development well. Teaching and learning is good and standards are in line in other core subjects. Teacher's subject knowledge is also good. In response to a recommendation from the last inspection, the school has implemented the Diocesan Syllabus .Carefully planned use of these materials means that pupils' knowledge of Christianity is good and develops year by year. A variety of creative approaches are used which engage pupils and give them opportunities to share ideas with others and ask 'big' questions about God and life. By the end of Key Stage 2, they show great maturity when considering links between events such as Palm Sunday and modern day issues of power and authority. Through imaginative use of group work and effective questioning, Key Stage 1 pupils develop an understanding of key Christian symbols such as the Paschal candle. Pupils enjoy learning about other faiths and understand the importance of this. A pupil said, 'It helps us to respect what other people believe.' Useful evidence is gathered to monitor RE through lesson observations, discussions with pupils and scrutiny of their books. The outcomes are shared with governors. This monitoring enables staff to reflect on and improve learning opportunities for pupils. A systematic method of assessment is in place which shows levels of attainment at the end of each unit of work. Effective marking gives pupils clear 'next steps' for learning. As yet, there are no tracking procedures in place to show how pupils progress across a key stage.

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

The focused Christian leadership of the headteacher and her deputy is at the core of the school's effectiveness .Their work greatly enhances its Christian character .Since their appointment in 2011 they have worked with staff and the governing body to create a clear vision for the school and ensure that it is shared effectively with all members of the school community. Since the last inspection leaders have actively sought opportunities to strengthen links with the parish. This has resulted in increased involvement of the school in church services, which is valued by all .Clergy are regular visitors and the pastoral support they give is greatly valued, particularly by parents. There is emerging evidence that action planning is helping to develop the schools Christian character in some areas. An example of this is the Bible club which is now firmly established and develops pupil's understanding of Bible stories. The school has developed some effective procedures for monitoring and evaluating its overall effectiveness and Governors offer support and challenge in this respect. Some effective systems are also in place to evaluate the school's effectiveness as a church school. Governor involvement in the annual vision and values morning is a good example of this. Also, in response to recommendations from the last inspection, new governors now attend Diocesan training which is ensuring that they better understand their role. Leaders are aware, however, that overall strategic evaluation of the school's distinctive character is currently underdeveloped and needs to be extended in order to understand the impact of the school's provision and shape its future direction .

