



# St Peter's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

---

School address	St Peter's Grove, Hammersmith, W6 9BA
Headteacher	Mrs Jean Shipton
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100352
Diocese	London
Local Authority	London Borough of Hammersmith and Fulham
Date of last inspection	1st May 2008

---

Inspection date	2nd July 2012
National Society Inspector	Miss Gladys Vendy (NS 299)

---

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **Context**

St Peter's CE School is an oversubscribed one form entry school. The Early Years Foundation Unit comprises one Nursery class and one Reception class. Each Key Stage is located on its own site in close proximity to the others within the parish of St Peter's Church, Hammersmith. Pupils come from a broad range of socio economic backgrounds. The number of children known to be eligible for free school meals is below average. Half the children are from minority ethnic groups the largest being of Black African or Black Caribbean heritage. One third of the children speak English as an additional language. An average number of children have statements of educational need or learning disabilities. Mobility of pupils is low compared with the national average. Children enter the school with skill levels broadly in line for those expected for their age. They make very good progress and levels of attainment at the end of Key Stage One are well above the national average. The learning and progress in Key Stage Two is good. A significant number of pupils are from practising Christian families of various denominations.

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

The school has very close links with the parish church of St Peter's and is highly regarded in the community. The vision and leadership of the Head Teacher and the Governing Body firmly promote the Christian ethos which is a hallmark of the school. Pupils' spiritual, academic, personal and social development is enhanced by the Christian vision which is lived out within the school. The school effectively values all members of its community.

### **Established strengths**

- The leadership and management, together with the close supportive links of the parish and the partnership with parents, promotes a clear Christian vision, values every child and builds strong relationships.
- The leadership skills of the RE co-ordinator has raised the status of Religious Education resulting in outstanding teaching to which children respond positively and with enjoyment.
- The worshipping life of the school makes a strong contribution to the spiritual and moral development of the community affirming and valuing each individual within St Peter's School.

### **Focus for development**

- Formal reporting systems of Religious Education and Collective Worship to the Governing Body

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

The school makes excellent provision to meet the needs of all its learners based on clear Christian values expressed in the mission statement. This is currently nearing the end of a comprehensive review in which all groups of the school community have been consulted. The vision to build excellence is woven through all aspects of school life. It is also reflected in the scripture verse adopted by the school 'to act justly, love mercy, walk humbly with your God'. This is inscribed on the wooden posts and the bench in the school's spiritual garden. Visual evidence that this is a church school abounds with high quality RE displays, artefacts and reflection areas. The school places great emphasis on being an inclusive school that promotes community cohesion. Every child is valued and intervention groups are taught by class teachers. The more able pupils are challenged through carefully differentiated teaching and access opportunities for development beyond school. Pupils identified that the success criteria in each lesson which allows them to self-assess provides a 'real support for learning'. Positive relationships are built in a supportive environment underpinned by the Christian values of respect, forgiveness and compassion. Children show pleasure in the achievements of those with severe disabilities. A parent commented that this is a 'loving' school. The Golden rules relate to Christian values and pupils' behaviour is of a high

standard. The school council is pro-active and responded maturely to the opportunity to contribute to the behaviour policy. One child said 'teachers are fair and treat us equally - we are never left out' Another commented that teachers show an interest in children from other classes. Children seize every opportunity to serve each other both in work and play. For example, older children buddy younger ones so that when Year 2 children move to Key Stage Two the transition is eased. Year 6 children lead clubs for other children such as Lego and book club. A breakfast club is managed by the governors. A wide range of extra- curricular activities provide opportunities for social and cultural development. Links with the church are very close and information about each other's events is shared. Children recognise the need to help others and support charities both at home and overseas. A link is being developed with a primary school in Mozambique.

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

Worship is of central importance in the life of the school and makes a strong contribution to the spiritual and moral development of the community. There is a visible clergy and youth and community worker presence in school. The weekly pattern ensures that worship is led by staff, clergy and children and sometimes the Baptist minister ensuring children experience a breadth of worship styles. Any limitations from being on three sites are overcome by the carefully planned worship. The whole school comes together on a Friday when children from Year 6 take the lead. Parents are invited to church and class led assemblies. Children attend church each half term (including the nursery children) taking an active part in the service through drama, readings and prayer. Children say they enjoy worship as it gives them time to think about God. They especially look forward to the times when they are able to meet as a whole school. Records are kept of all acts of worship. Worship is evaluated by the Vicar who is the link governor and, like RE, reported informally at Governing Body meetings. Two acts of worship were observed. The Foundation Stage gathered together in the nursery and listened carefully to the story, making relevant observations about kind hands. They joined enthusiastically in their prayer and song. An attractive display showed they had visited St Peter's church to learn about the cross and a Muslim parent had come into school to show them how she prays. Children learn at an early stage about different faiths and to respect each other. The Key Stage Two act of worship provided a calm end to the morning. Children came in silently to music and a visual display. They were able to reflect on the Olympic virtues and to link them with those promoted in school. There were very good opportunities for reflection. Prayers are said at lunchtime and the end of the day – one child said 'prayer follows us home'. Confirmation classes are held after school for Year 6 pupils. A regular and proactive parent prayer group impacts upon the prayer life of the school. They have made prayer boxes which are in all classrooms. Children and staff know that the prayers placed in them will be used - as one parent said 'we cover the school with prayer'. The group also organised a prayer day for the school focussing on the scripture verse to provide activities based on 'act, love, walk'. The children and staff were very positive about this.

### **The effectiveness of Religious Education is outstanding**

Religious Education is regarded as part of the core curriculum and given a high visual status. The subject co-ordinator has led a team of three to teach RE and this they do enthusiastically and knowledgeably, teaching consecutive classes which strengthens continuity, progression and cross curricular work. Team teaching has promoted high teaching standards. The Solihull scheme of work is currently used but it has been agreed to adopt the Diocesan scheme of work next term. Plans and in-service training to implement this are well underway. The RE policy has been re-drafted to take account of the new scheme. Very good monitoring of RE through regular work scrutiny, discussions, classroom observations and planning is carried out by the subject leader and the Vicar. RE books show a consistent approach, clear expectations and evidence of children's self-assessment against success criteria. Assessment is thorough and well recorded. Standards of achievement are very good and in line with those in other core subjects. The quality of learning and teaching observed was outstanding. RE is delivered creatively across the school embracing all subjects. Younger children used Venn diagrams to show similarities and differences between Christian and Jewish weddings whilst older children tessellated their hexagons to make Islamic tiles. Pupils are encouraged to research subjects at home giving children the confidence to contribute as when a child gave a different translation of the Sanctus from her teacher. This brings

lessons to life and moves learning forward. Children showed good knowledge of all faiths and were able to identify similarities and differences. Children who are not Christians make a strong contribution with the knowledge of their own faith. Learning about Islamic gardens for the first time was exciting for them too. Open ended questions engage children's imagination and give them the chance to explore their thoughts, for example the child who said gardens create memory was thinking of where his cat was buried. Children worked well together showing they are able to listen to each other and to adapt their ideas. RE was particularly stimulating and intellectually challenging in the older classes. One child described the music from Faure's Sanctus as 'like a slow waterfall'. Pupils showed excellent prior knowledge and understanding. A full range of visual and aural resources are used to enhance children's understanding such as music, video clips, photographs and even a virtual tour of Coventry Cathedral. Success criteria ensure that the two attainment targets are well balanced with opportunities for the children to reflect on what they have learned. Pupils say that it is interesting to learn how other religious beliefs relate to life, visits to places such as the Hindu Mandir and St Paul's Cathedral are 'amazing' and RE is fun.

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

The Head Teacher has a strong and clear Christian vision for the school that is confidently articulated and shared with the community. She is committed to raising the effectiveness and quality of teaching. The Christian ethos underpins all key documents and actions. Sound Christian values, witness and inclusion are promoted at every level. The Governing Body is actively involved in the life of the school and upholds and maintains Christian integrity, offering strategic and pastoral support and making a significant contribution to the strength of the school as a church school. Foundation Governors are represented on all the Governing Body committees. High staff morale, team work and excellent relationships between all groups exemplify the strong Christian foundation. Succession planning is clearly identified and effected through very good professional development of subject and phase leaders. A governor attends school council meetings listening to children's views and concerns and reporting back to the appropriate committee. Children are encouraged to take the lead in a variety of ways. Very good induction procedures welcome newcomers and the pack includes a letter from the school council. Views of parents, pupils and staff are regularly sought, analysed and communicated and adaptations made such as inset on time management to address the issue of work life balance. A welcoming and active Friends' Association not only raises funds for the school but also helps to develop the community spirit. The school is very well supported by the diocese. The provision for collective worship, the outstanding RE teaching and the strong leadership and management of the school impact strongly upon school's deserved reputation as an effective and distinctive church school. The judgement of outstanding in the previous denominational inspection has been maintained and in some areas exceeded. The school has very good capacity to develop even further.



## Judgement Recording Form (NSJRF)



**Name of School:** St Peter's Church of England Primary School  
St Peter's Grove, Hammersmith, London, W6 9BA

**Date of inspection:** 2nd July 2012  
**Type of Church school:** Voluntary Aided  
**Phase of education:** Primary  
**Number of pupils:** 244  
**URN Number:** 100352  
**NS Inspector's Number:** 299

Rating 1-4\*

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate