



# St Mary & St Peter's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address	Somerset Road Teddington Middlesex TW11 8RX
Headteacher	John Logan
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102917
Diocese	London
Local Authority	London Borough of Richmond
Date of last inspection	9 <sup>th</sup> -10 <sup>th</sup> June 2008

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Inspection date	26 <sup>th</sup> March 2013
National Society Inspector	Alan Thornsby (NS 137)

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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.

### **School context**

St Mary's and St Peter's continues to be very popular and successful large primary school, with an excellent reputation that serves a mainly White British catchment area. After a period of reorganisation a long-term building project was completed in September 2012 and officially dedicated by the Bishop of London. The school has received a number of national awards including the Artsmark Gold, ICT Mark, International School Award and Fairtrade Mark.

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

The cross by the school entrance, the icons and crosses and other displays in this newly completed school proclaim a Christian distinctive character. The daily life of adults, children and the whole curriculum show Christian love in action. Christian love and values really do run through the fabric and ethos of St Mary's and St Peter's school 'like writing through a stick of rock.'

### **Established strengths**

- The vision and drive of the headteacher, staff and governors that ensures the school fully explores and celebrates its distinctive Christian character
- The impact of Christian values on the academic and personal development of pupils
- The strong links with the local clergy and community

### **Focus for development**

The on-going cycle of monitoring, review and development has resulted in the inspection identifying no areas for development beyond those identified by the school

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

On entering the school, the icons of Mary and Peter at each side of a children's cross symbolise how Christian values pervade the fabric of the school, drive the routines and curriculum and are understood by the whole school community. Each child is valued as a unique individual who is nurtured in a loving and caring learning environment to achieve his/her full academic and personal potential. The comment 'this is a church school not a faith school' reflects how Christian values in action, in the school and its wider community, as well as faith are at the heart of everything. The recent introduction of a series of specific Christian values has enabled the school to further its Christian character. Children confidently articulate how actions, attitudes and worship themes relate to these values. They understand the Christian character of the school explaining 'we learn about our own religion-Jesus and God and other religions so that we may respect other faiths.' They also understand the difference between Religious Education (RE) and worship explaining 'worship is about being religious, saying prayers and talking to God and behaving like Jesus.' This helps deepen their well-developed sense of right and wrong. Pupils display Christian values in their daily lives and routines resulting in positive attitudes, confidence, good behaviour and manners. They have a good understanding of symbolism, for example of iconography and explain 'an empty cross is a symbol of hope.' Pupils are responsible for a range of school routines, including taking care of and working with younger pupils. Pupils have a strong voice through school council. They design, carry out and analyse questionnaires and feedback to governors to inform developments. Pupils are very aware of helping others through support for a range of charity support, including links with schools in Africa. Vibrant displays, including an arts week 'Journey to the East' and the icon project leave no doubt of the Christian foundation of the school. Christian values are displayed in every classroom with often interactive RE displays. The school is developing a unique collection of decorative crosses donated by individuals and communities displayed in each classroom.

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

Collective worship is central to the life of this learning and worshipful community. Everyone values worship as 'a time to come together to explore, explain and celebrate the Bible and Christian values.' The impact of worship is confirmed by the comment of a child 'Assemblies influence the types of person you are because they make you think about God and your behaviour.' A comprehensive and informative worship handbook for staff and leaders provides details of themes,

aims, formats and ritual. Children experience a range of leaders that includes clergy from different Christian denominations who lead worship each week. Formats include school, key stage and class worship as well as singing and celebration assemblies. The close involvement of clergy from two local Anglican churches results in a high profile of Anglican heritage, reflecting how the school has successfully addressed the development point from the last inspection. Easter celebrations in church, including an Easter bonnet parade for younger children provided opportunities for exploring the Easter message at age appropriate levels. For example, the theme of hats was extended to explore the range of symbolic hats that Jesus could have worn in the different roles of his ministry. The children sang with great joy and with actions that many adults followed. Older children were involved in a moving retelling of the Easter story through role-play that included excellent and emotive singing from the choir and soloists. A dance routine by older pupils fully reflected the joy of Easter morning. Prayer has a high profile in the life of the school throughout the school day. Pupils are confident in reciting the school and the Lord's prayer and many offer spontaneous prayers. Younger children are developing a secure understanding of prayer by using the fingers of one hand to represent different types of prayer. Creative prayer corners across the school give pupils opportunities for private prayer and are also used as a prayer trail. Foundation governors, including the clergy make formal and informal observation and discussions to inform on-going evaluation. This is supplemented by a survey carried out by the school council.

### **The effectiveness of the religious education is outstanding.**

Religious education is central to the life and curriculum of the school and is the focus of cross-curricular links. The very effective coordinator ensures the provision of training opportunities, resources and development maintain the enthusiasm and knowledge of all teachers. Staff benefit from a strong ethos of support from the coordinator, the religious educational knowledge and experience of the headteacher and each other. On-going monitoring of work and planning shows a good balance of learning about and learning from religion and that all pupils make at least good progress. Rigorous tracking, analysis and marking procedures show that achievement is often greater than the high achievements in literacy and maths. Themes give children opportunities to identify questions to be answered. A creative curriculum with constant challenge and support, including extended provision for more able pupils, provides development through a range of learning experiences to provide answers. An end of unit mind map reflects the extent and quality of learning. Class learning journals record the diversity of creative styles used in school and give pupils a forum to record their responses to themes. Children know what is expected of them and the success criteria because each lesson has learning objectives and 'We are learning today' (WALT) and 'What I'm looking for' (WILF). Teaching is at least good and often better because of the high expectations of staff, their knowledge and enthusiasm and the desire for children to learn. Lessons are characterised by lively pace and rapport, effective questioning and use of voice and resources. All pupils readily engage with creative tasks, enjoy opportunities for reflection and discussion and are totally involved in their learning. Teachers continually review progress to identify the next steps for pupils' learning. Cross curricular projects such as 'the Icon Project' and 'Journey to the East' give pupils challenge and understanding of symbolism and an insight into beliefs 'so that we can respect other peoples' faiths.' The local churches have been used as a resource for learning. This is now being extended to develop an awareness and understanding that 'it is people who make a church' through exploring the role of members of the church.

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

The whole school community shares the vision of the headteacher to 'develop the God given potential of everyone, regardless of background, in a school driven by Christian values'. His close involvement in the new school building project has ensured an imaginative learning environment. His knowledge and experience supports the work of staff and governors. This includes keeping abreast of and utilising new developments in church school inspections and accurate self-evaluation. The exploration and developments based on 'Christian Values for Schools' website has enabled the whole school community to have a secure understanding of the role of explicit Christian values. This has resulted in a comprehensive booklet that shows how values link across the curriculum and school routines. Their theological background fully reflects the distinctive Christian character of the school. All governors understand and endorse the ethos of the school and monitor and maintain the Christian character. The recent learning walk gave governors first hand experience of the distinctive character and how Christian values drive the routines and curriculum, recognising 'the learning buzz of the school and the imaginative ways the ordinary stuff is taught.' Foundation governors are involved in teaching aspects of religious education and their visits and

leading worship provide many opportunities for evaluation. There is a climate of self-review and development at all levels that results in the identification of the next steps for progress, recognised in the school development plan. Adults in school are role models of Christian values in action. Parents recognise the love and care of teachers for children commenting 'they go the extra mile to support our children.' Parents praise the many strengths of the school and its sense of community. When asked why they had made no reference to the church foundation of the school, their amazed response 'It is obvious and understood by everyone,' reflects their understanding and the impact of this school. Typical of the many positive comments from parents is 'by year 6 our children are ready to move on academically and socially. They are confident, articulate nice young people.' Parents also support the school through a very active Parent Teachers' association, fund raising for resources such as 'Godly play' as well as for the new building project. The school enjoys links with the local community and with schools in Zimbabwe and South Africa.

SIAS report March 2013 St. Mary and St. Peter's TW11 8RX



## Judgement Recording Form (NSJRF)



**Name of School:** St Mary & St Peter's Church of England Primary School

**Address:** Somerset Road, Teddington, Middlesex, TW11 8RX

**Date of inspection:** 26<sup>th</sup> March 2013

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 535

**URN Number:** 102917

**NS Inspector's Number:** 137

**Rating 1-4\***

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

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