



<b>Name and address of school</b> St Peter and St Paul Church of England Primary School Church Street, Eye Suffolk IP23 7BD <b>Type of school</b> Primary <b>Status</b> Voluntary Aided <b>Diocese</b> St Edmundsbury & Ipswich <b>LA</b> Suffolk	<b>Date of inspection</b> 16 November 2007 <b>Date of last inspection</b> January 2005 <b>School's unique reference number</b> 124771 <b>Name of Headteacher</b> Janice Pym <b>Name of Inspector</b> Simon Windmill <b>NS number</b> 182
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#### Context

St Peter and St Paul Church of England Primary School is an average sized rural school in Suffolk with 165 pupils. It has very well established links with the local parish church. Almost all pupils come from white British backgrounds. Fewer pupils than average have learning difficulties.

#### Summary Judgement

**The distinctiveness and effectiveness of St Peter and St Paul as a Church of England school are good.**

The school's Christian ethos is evident within the school. It is shown in the excellent caring and supportive relationships between pupils and staff. Pupils' personal development and behaviour are good, and they enjoy learning within a stimulating and safe atmosphere.

#### Established strengths

- The Christian ethos and atmosphere of care and support, which makes pupils feel valued, special and safe within the excellent relationships throughout the school
- The excellent links with the local church
- The visual impact of symbols and displays of work, reflecting the School's Christian ethos
- The behaviour of pupils

#### Focus for development

- Widen opportunities for pupils to write and say their own prayers in worship and at other times
- Ensure that all staff and governors have a shared understanding of how to enhance the nature of the school's Christian identity
- Consider introducing prayers for the school in Governors' meetings and at other appropriate times or places
- Consider writing a specific policy for fostering spiritual and moral development

**The school, through its distinctive Christian character, is good at meeting the needs of all pupils.**

Care and support for pupils and staff is very good. Pupils of all abilities are able to flourish in their learning and personal development. The school's Christian ethos is also good, being soundly based on Christian values, which have a very positive influence on the life of the school. For example, one of the Foundation governors described the school as 'a prayerful school'.

Relationships within the school are very good, and are seen in the school's warm, welcoming, inclusive and friendly atmosphere. Pupils say they enjoy school and feel safe and secure. They enjoy the praise they get for their achievements, and enjoy celebrating this with each other.

Pupils learn from the good role models of staff and other adults, who help them develop self-confidence and independence. Behaviour management is very good, and as a result pupils' behaviour is also good. They have a say in making the rules, so they understand and respect them, and know the consequences if rules are broken. A spirit of forgiveness and reconciliation is evident in behaviour management.

Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of right and wrong, and a strong awareness and concern for the needs of others. Spiritual and moral development is currently included in the PHSE curriculum, but the school is considering whether a specific policy for spiritual and moral development would further enhance a shared understanding of how such development can be promoted across the wider curriculum.

The School Council gives pupils a real say in running the school, which they value highly. They are encouraged to develop healthy lifestyles through diet and exercise, and they are also very aware of the need to look after the environment, and the school has achieved the Healthy School award and Eco status. Pupils are aware of the needs of others, and are enthusiastic fund raisers for charitable causes, such as Children in Need, the theme for Collective Worship on the day of the inspection.

The Christian identity of the school is evident in many ways, such as a cross in the hall, the emblems of St Peter and St Paul, a gospel passage on a wall, the saying of prayers at lunchtime and the end of the day, and in numerous high quality displays around the school.

**The impact of Collective Worship on the school community is good.**

Daily Collective Worship is good. All pupils attend, and worship has a very positive impact on school life, and is soundly based on the Christian gospel. It always includes singing, teaching, and time for prayer and reflection. Staff lead most acts of worship, along with the local vicar and other occasional visiting leaders. The Vicar celebrates the Eucharist twice a term with Key Stage 2 pupils. They receive a blessing, and those who have been confirmed take Communion.

Collective Worship is well planned, with a theme for each week which reflects the Church year. Visual signs such as a candle mark Collective Worship as a special part of the school day. The church is used for the main Christian festivals such as Christmas, Easter and Harvest, and for a service at the end of the school year, where those leaving the school receive a Bible.

Pupils enjoy worship, especially when they have a part to play in it. They value the opportunities for quiet reflection, and can relate what they experience in worship to their everyday life in school and at home. They can talk about stories from the Bible, and relate them to their own lives - for example the parable of the Good Samaritan. They enjoy contributing to worship, and say they would like even more opportunities to take part in different ways, for example by acting out stories, playing music, or helping to plan or lead worship. Some say they love the hymns, and some would welcome more contemporary hymns.

Pupils have a very good understanding of the range of purposes and styles of prayer, such as praise, giving thanks, asking for help, saying 'sorry' and asking for forgiveness. They would like even more opportunities to write their own prayers to use during Collective Worship. They know the Lord's Prayer, which is sometimes said during worship, and a school prayer. Monitoring and evaluating Collective Worship is limited to informal discussions between staff.

### **The effectiveness of Religious Education is good.**

The standards in Religious Education are good. Lessons are well planned, in accordance with the new RE syllabus which is being introduced. Teachers are developing appropriate differentiation for the pupils work as they adapt to the new syllabus.

Resources are good, and are used effectively, including using the local church as a resource to enhance pupils' knowledge of the Anglican faith and tradition. Plans are in place to enhance RE by visiting the Discovery Centre at St Edmundsbury Cathedral. Pupils enjoy the range of teaching styles and methods of learning used, and their work is of a good standard.

Pupils discuss their work readily, and show a good understanding of their lessons. They are able to apply what they have learnt in RE to other areas of the curriculum, and to their spiritual and personal development. Links are made between what they learn in RE and what they experience in Collective Worship.

Christianity is the predominant faith of pupils, with no other faiths significantly represented, so it is taught for about half the allocated teaching time. Judaism, Islam and Hinduism are the other main religions studied. Parents from other faiths and cultures are invited to tell pupils about the similarities and differences between faiths and cultures. Pupils' work and progress is monitored and evaluated regularly by the subject leader and headteacher. No pupils are withdrawn from RE.

The subject leader has played a part in developing the new syllabus and has written a book of Reflective Stories, both of which feed into pupils' learning. Staff are confident in their RE teaching, and the subject leader has sufficient time and financial resources for RE.

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

The school promotes its Christian foundation very well. Headteacher, staff and governors are committed to the personal development and well-being of all pupils, with pupils' spiritual, moral and social development a high priority. They lead by example in giving care and support to pupils and staff. The staff recruitment process makes the nature of the church school clear to applicants.

Staff are very positive about the headteacher's leadership and management. Some Foundation governors have had training in their role, and from this other governors have identified a need to further develop their understanding of the nature of a Church school. The staff's professional development is encouraged and supported. Their views are sought through questionnaires, and they feel well supported, for example through the staff 'Well-being' programme, which focuses on the personal needs of staff rather than their professional needs, and through the informal support of their colleagues.

The Vicar, a Foundation governor, gives excellent support to the school, in Collective Worship, through prayer for the school and individuals, the Eucharist (for pupils and staff), confirmation classes, pastoral care and in his work as a Governor. Many pupils regularly attend church and Sunday school.

Parents speak very highly of the family atmosphere generated through the school's caring relationships, and are very happy with their school. They feel well informed about the school's activities. The views of parents, staff and pupils are sought through surveys and the School Council.

The school is held in high regard by its wider community, and links between them are good, as are links with other church denominations. Visiting church leaders sometimes lead Collective Worship. Liaison with the schools pupils will move to are good, and pupils are well prepared for the change, through occasional visits to the schools and sharing information about pupils' abilities and needs.

Issues identified in the previous inspection have been addressed effectively, and the school's self evaluation is accurate, providing a secure base for future development.