



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Peter's CE Primary School

Liverpool Grove  
London  
SE17 2HH

**Previous SIAS grade: Good**

**Current inspection grade: Outstanding**

**Diocese: Southwark**

Local authority: Southwark

Dates of inspection: 9 and 10 February 2016

Date of last inspection: 9 March 2011

School's unique reference number: 100839

Headteacher: Anne-Marie Bahlol

Inspector's name and number: Kevin Edmonds NS 828

### School context

St Peter's is a one form entry primary school in Walworth, which serves an area of high deprivation. Over half of the pupils have English as a second language. The numbers of pupils who have additional needs and those eligible for free school meals are above the National averages. 20% have free school meals. 20% of pupils have additional needs. Nearly a half of the pupils are from Christian families. A large number of families regularly attend St Peter's Church. The school has a very strong association with St Peter's Church. Long standing deputy head teacher appointed as new head from January 2016.

### The distinctiveness and effectiveness of St Peter's C of E Primary as a Church of England school are outstanding

- Strong Christian values which are understood and lived out by the school community.
- Outstanding Christian character that supports learners from a diverse community and has a strong impact on the outcomes for all pupils.
- Inspirational and valued collective worship that has a strong influence and impact on the life of the school and on all members of the community.
- In Religious Education (RE) strong leadership, inspiring teaching and a broad range of learning activities enable all pupils to achieve extremely well.
- Excellent relationships with the church and clergy, which ensures that the spiritual development of the whole school community is well supported.

### **Areas to improve**

- Involve the children more in the planning, delivery and evaluation of collective worship to provide them with even greater opportunities to feel involved and strongly affirmed by worship.
- Establish a programme of visitors from other faiths so that the pupils deepen their learning and understanding of other religious communities.

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

The school's Christian values of respect, peace, joy, love and hope are an integral part of daily school life and are reinforced through RE lessons and Collective Worship. These values are well embedded and shared by all members of the school. They are integral to everything the school does and have a significant impact upon the daily lives of the whole school community. Pupils know these values and can relate to them in and out of school. As a result of the school's strong Christian ethos, behaviour and attitudes to learning are exemplary. Pupils and adults treat each other with respect; relationships are outstanding. This is clearly attributable to the way in which the Christian values are consistently taught and applied. The children are courteous and welcoming, eager to share their learning and promote their school. A Year 4 girl said: 'You can see how well we learn through our books, our lessons and displays. I am proud to be a St Peter's pupil.' Through the school living out its Christian values, there is a drive to do the best for every child. As a result school attendance has risen to 97.5%. Because the school cares for each individual, regardless of faith, belief or ability, attainment and progress is good. Pupils of other religions or no faith are fully involved in the life of the school. The school treats all its pupils with care and understanding; as a result spiritual, moral social and cultural development is very strong. Pupils love their school and want to engage in an exciting variety of learning opportunities. Strong religious education makes a significant impact on the school's distinctive character. Christian tradition is visible throughout the school, from the bible verses which underpin each termly value, to high quality displays and reflection areas. Parents speak warmly of the strong relationships between home and school. They talk of positive playtime behaviour and good progress made by their children and would recommend the school to any parent. Parents believe that the school's Christian values are excellent preparation for later life. Parents value the strong support given by both the school and church in supporting families.

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

Collective worship continues to be a cornerstone of the life of the school. It is delivered with great enthusiasm and engages the whole school community. All members of staff attend and enthusiastically take part, modelling their commitment to the children. All teachers lead collective worship. Inspirational worship allows pupils time to reflect on the school's Christian values and bible teaching and how these relate to their own lives. As a result, worship makes a very positive contribution to the spiritual development of the whole community. Staff, parents and children recognise that worship supports the school's ethos and Christian values. Clear planning, preparation and close co-operation with the clergy ensure that worship enables the pupils to develop a strong understanding of Anglican tradition and practice. Worship is explicitly Christian with an appropriate focus on the person of Jesus and on a wide range of biblical material. Themes are clearly linked to Christian teaching and the liturgical year. Pupils know the Lord's Prayer and have an appropriate understanding of God as Father, Son and Holy Spirit. The clergy lead regular worship in school and in Church. Pupils value the peace and tranquillity of worshipping in church for services including a fortnightly Key Stage 2 mass, Ash Wednesday and other special days. They enter reverently in a reflective, natural way. Pupils take part in worship, by writing and reading prayers, leading readings and spontaneously responding in prayer. The school recognises the need to provide greater opportunities for pupils to design, lead and evaluate worship. Prayer is woven into the school day, pupils understand the value of personal

prayer and reflection and are encouraged to pray on aspects of their own lives and wider world issues. The pupils can apply teaching to their own behaviour and lives; 'I really enjoyed this assembly and (like Jesus) am going to resist temptation. Services are well attended by parents and members of the local community. These occasions are valued by parents of other faiths or none. Parents talk about how their children at home talk about worship and encourage family members to follow the school's values. Worship is regularly monitored by the Faith Team and evaluation is used to ensure continuous improvement.

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

St Peter's demonstrates a very strong commitment to the teaching of RE. Christianity is the core of the RE curriculum. Lessons are extremely well planned and delivered, using a range of approaches, which challenge and inspire the pupils. Standards are high with significant percentages of pupils achieving above nationally expected levels. This is because the quality of teaching of RE over time is outstanding and never less than good. Marking is purposeful and effective, challenging pupils to think more deeply and extend their responses. Effective use of regular assessments at the end of units enables teachers to refine their planning. The school has a good range of recorded work including class journals and individual books. Learning activities are varied, reflecting the school's strong cross curricular approach. Pupils do not view their learning in RE in isolation as explicit links are made to the school's values; clear links are made to collective worship. They enjoy their lessons in which they confidently express their beliefs, listen to and value the contributions of others. Pupils' knowledge deepens year by year because lessons build on prior learning. They have a good knowledge of the Bible and the life of Jesus, and of other faiths studied. Many lessons benefit from the use of open ended questions and also the Philosophy for Children approach used across the school, which enables teachers to challenge the thinking of all groups of pupils. As a result pupils develop a depth of learning and spirituality, are highly motivated and reach standards above those achieved in English and mathematics. The subject leader is extremely effective, providing training, support and guidance to her colleagues. All teachers have received training on assessment, theology and creative approaches to RE. Monitoring and evaluation through lesson observations, checks on planning and pupils' work are part of the constant drive to improve. The process results in sharply focused action plans which lead to improvements in teaching and learning. RE makes a very significant contribution to pupils' spiritual, moral, social and cultural development, both through discrete RE lessons and the way in which it is used in cross-curricular themes. To develop RE further the school recognises the need to visit other places of worship and invite leaders of other faiths to visit the school so that understanding of and respect for other faiths is enhanced.

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

The vision of the head ensures that Christ's teaching is at the centre of everything that happens in the school community. Leaders articulate a vision of the school as being distinctively Christian within its diverse community. All leaders and staff support the school's strong Christian values which enhance the educational experiences of all pupils and have a strong impact upon standards, which are high. The governors and subject leader have ensured that RE, collective worship and the curriculum are explicitly informed by the school's Christian values which contribute strongly to spiritual, moral, cultural and social development. Parents of all faiths are clear that these values have a significant impact on pupils' attitudes and behaviour at school and at home, with everything being done to support and promote the well-being of their children. Governors' level of challenge to the school is effective; through clear evaluation, they have an accurate view of the school and know next steps for development. They have an established approach to developing church school leaders through the provision of a rigorous professional development programme, and by encouraging staff to share expertise with teachers in other schools. There are strong links with the Diocese which includes valued advice, support and training for staff and governors. The relationship between school and clergy is strong. The

incumbent is fully involved in the school, leading worship, assisting with the development of RE and supporting families. Pupils develop their understanding of local and international communities and respect for those of other faiths through charitable fundraising. Strong links with the community are fostered by the school; pupils participate in many community events including a summer arts festival which celebrates RE work from across the whole school and the school's values.

SIAMS report February 2016 St Peter's CE Primary School, Walworth SE17 2HH