

**Barford St. Peter's Church of England Primary School**

Church Street  
Barford  
Warwickshire  
CV35 8EW

**Diocese: Coventry**

Local authority: Warwickshire  
Date of inspection: 9<sup>th</sup> March 2010  
Date of last inspection: 10<sup>th</sup> November 2006  
School's unique reference number: 125729  
Headteacher: Angela Johnson (acting)  
Inspector's name and number: Gillian Allison 142

**School context**

This is a small village primary school where most children are White British. A new chair of governors was appointed in September 2009. The acting headteacher has led the school since September and a new headteacher will take up post in April 2010. A considerable building programme is under way, including a new Early Years unit which will incorporate the local pre-school.

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

This is a school where Christian values are discussed, understood and lived out in the daily life of the school. Staff, governors and clergy work closely to support church school development in the interests of all children and their families.

**Established strengths**

- The excellent relationships which reflect and reinforce Christian values
- The supportive partnership with the local church
- The commitment of governors to self evaluation and church school development

**Focus for development**

- Embed support for development of religious education
- Resource opportunities for the coordinator to monitor religious education
- Review collective worship planning to incorporate new ideas

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

Christian values lie at the heart of the school and inspire staff and governors to work for every child's best interests. The commitment to every learner is evident in the wide range of curricular and extra-curricular activities, including some which are led by members of the local church. Achievement in all aspects of development is recognised and celebrated in collective worship, so that children grow in confidence. The excellent relationships in school extend to the local community which recognises the school's Christian values reflected in children's attitudes and behaviour. Children respect and care for one another and take pleasure from the success of others. The school is attractive and well kept, despite the upheaval of building work. Children identify closely with this development because they are kept informed and are involved in some decisions, such as the planning of the quiet area. This is typical of the way in which children are given responsibilities which support their personal development. The school promotes excellent spiritual development opportunities, through worship and across the curriculum. For example, older children on a pilgrimage around school noted the special qualities of a tall tree. Children demonstrate mature attitudes to moral issues and often refer to biblical teachings to explain views and actions. They initiate efforts for charitable giving and take seriously stewardship issues. The enriching partnership with the local church enhances children's sense of community and involves them in initiatives which extend to the global community.

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

Children of all ages respond positively to collective worship because they enjoy the varied approaches of the leaders and themes which relate to their own experiences. They especially enjoy active involvement and taking responsibility, for example, leading the school prayer. Children sing well and enjoy a high standard of music to accompany worship, which supports their spiritual development. Children make significant contributions to special celebrations in church and they are proud of sharing worship with the wider community. Their familiarity with Anglican practice and tradition is extremely good. The spiritual element of worship is strong, because children respect the need for a calm atmosphere which helps reflection. Children's own prayers are often spoken and personal petitions placed in the prayer basket are taken up by the Priest in Charge, support which is greatly appreciated. In discussion older children talk sensitively about prayer and acknowledge that everyone has their own belief and '*That's why there is an invitation to prayer, nothing is enforced.*' This means that those from all faith stances find the worship supportive. The school's commitment to quality is reflected in the planning and evaluation conducted by the worship group, composed of staff and foundation governors, including clergy, and taking on new ideas. Recently, this excellent support from the church has been supplemented by enriching ideas from the deanery. The whole of the school family, including parents and governors, is involved in worship on various occasions, which supports the sense of community. However, all staff do not regularly join children in daily worship because of liaison time. This arrangement does detract somewhat from sharing the experience with pupils.

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

Standards in religious education are good. Children of all ages make good progress in learning about religion and learning from religion. This is because teachers understand the levels at which children should be working and plan appropriately. Leadership of religious education is good. The coordinator undertakes training, secures good resources and disseminates up-to-date ideas. Children enjoy RE. They use religious language confidently, especially in relation to Christianity, which is so much a part of their daily experience. They are building good understanding of all faiths. In Foundation Stage, for example, children explore the natural world in relation to the Hindu festival of Holi. Exuberant painting outdoors mirrors the celebrations they watch via the internet. The school is developing links with faith groups in nearby communities to enable greater understanding of major world faiths and to promote community cohesion. Children engage well with lessons because staff use varied approaches, including IT. Questioning is used to good effect to tease out understanding. RE makes an important contribution to pupils' spiritual and moral development. High quality records of children's work reflect the status of RE and its significance in promoting children's spirituality. Pupils enjoy discussion and express views with confidence and respect for others. In the best teaching, children are challenged and supported to extend their understanding. The cross curricular learning already established through RE sets a good pattern for future development. For example, a whole school visit to Coventry Cathedral provided a wealth of curricular experience, spiritual development and community cohesion opportunities. Some monitoring and observation of RE takes place, including regular visits from the diocesan adviser. However this is not sufficiently embedded to ensure consistent good practice across the school.

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

The acting headteacher and chair of governors are strongly committed to sustaining and developing the Christian character of the school. There is clear agreement between all staff and governors, parents and the local community that these characteristics provide '*Foundations for Life*'. The vision shows clearly thought-out understanding of Christian service, so that the school is welcoming to all and celebrates diversity. The school's very good partnership with the parish church supports distinctiveness and strengthens bonds with the local community. Christians from a variety of churches enrich collective worship, bring expertise to governance and give pastoral support to school families. Governors take great care in promoting the church school ethos, as demonstrated in the recent appointment of a headteacher. Staff and governors undertake professional development led by the diocese, whose general support and guidance is much valued. Church school self-evaluation is taken seriously by the leadership and by foundation governors, with resulting good understanding

of how church school distinctiveness impacts on all in the school family. Recent decisions to extend the remit of the worship group to include religious education signify appropriate attitudes to church school development. This aims to encourage deeper understanding of children's RE experience, through accompanying monitoring and observations, thus reinforcing the governing body's commitment to high quality worship and RE.

SIAS report March 2010 Barford St. Peter's Church of England Primary School CV35 8EW