



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### **Poole Baden Powell and St Peter's CE VC Junior School**

**Mill Lane  
Parkstone  
Poole  
BH14 8UL**

**Diocese: Salisbury**

Local authority: Poole

Dates of inspection: 27 November 2014

Date of last inspection: 9 November 2009

School's unique reference number: 113792

Headteacher: Mr Paul Howieson

Inspector's name and number: Marcia Headon 761

#### **School context**

Baden Powell and St Peter's Junior CE VC school has 741 pupils aged between 7 and 11. Most pupils are from a white British background and come from the local area. The proportion of disabled pupils and those who have special educational needs is below the national average. The proportion of pupils eligible for the additional funding known as the pupil premium is below average, although it has more than doubled since the previous inspection. Since the last inspection the age range for which the school caters has changed and a new headteacher has been appointed.

#### **The distinctiveness and effectiveness of Baden Powell and St Peter's as a Church are good**

- The values of the school, which are well-known by all stakeholders, are evident throughout the school.
- The very strong caring relationships and inclusive nature of the school encourages all pupils to flourish.
- The excellent support given by the local Rector enhances the spiritual development of the school.
- The spiritual, moral, social and cultural development of the pupils is outstanding.

#### **Areas to improve**

- Involve pupils in planning and leading the collective acts of worship.
- Implement an evaluation of collective worship involving pupils, staff and governors.
- Ensure that the school self-evaluation includes the maintenance and development of Baden Powell and St Peter's as a church school.

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

The school totally embraces its values of respect, valuing others, encouraging all to give of their best and to contribute all they can. A parent exemplified this well when she said 'the school doesn't just teach values, but lives them out'. The values, the care and nurture which is given to all pupils are firmly rooted in Christian scripture and both adults and pupils could explain the links. One Year 5 pupil said that 'Jesus has said that we should love our enemies and school reinforces that', and another pupil stated that being kind to one another followed the teachings of Jesus. The values of the school are deeply embedded in its policies, for example, the safeguarding, inclusion and behaviour policies. Pupils explained that the Ten Commandments provide the background to the behaviour policy. The school meets the needs of all learners very well. Pupils enter the school with above average levels of attainment and by the time they leave in Year 6 the attainment of pupils is still high. Both boys and girls achieve equally well. The most-able pupils achieve well and the proportion attaining the higher Level 5 in national assessments is consistently above average. Mathematics is clearly a particular strength. The school is fully inclusive and disabled pupils and those with special educational needs achieve well and the gap is closing between those who receive pupil premium funding and those who do not. Behaviour is outstanding. Pupils are polite, open and honest and say they really enjoy coming to school as lessons are interesting and fun. Attendance is high and the pastoral support worker, funded through the pupil premium money, provides excellent support for pupils and families. Overall the spiritual, moral, social and cultural development of pupils is outstanding. Pupils are not afraid to express their views and beliefs, they are listened to and are encouraged because, as one teacher said in an RE lesson, 'it's fine not to be sure'. Pupils link the work on committing to being a Rights Respecting School with the school's values and this makes them even more aware of the needs of others. They appreciate their duty to help others less fortunate and support charities such as Operation Christmas Child, Christian Aid and Jeans for Genes. Staff and pupils have very positive relationships. Parents and staff speak warmly of the personal family feel of the school despite its size. Pupils have a good awareness of the role of the Christian church internationally and of different traditions within it. They speak with understanding about how Gospel music is used in some churches and how some church services take place in the open air under trees. Pupils in this school have an excellent understanding of other faiths which is fostered in their Religious Education (RE) lessons; They clearly respect other faiths and value tolerance. RE teaching makes a significant contribution to the Christian character of the school. The big questions which are posed at the start of each lesson encourage pupils to reflect on meaning as well as acquiring knowledge. This was evident in an RE lesson seen Year 4 pupils where were totally engrossed in discussing the very challenging topic of Christian views on death and the afterlife.

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

Collective worship has a high priority in the school and it has a huge impact upon the spiritual development of the pupils. They enjoy collective worship and can easily recall some of the events and messages from it and how this has affected them. One boy spoke of how in year group worship pupils had all dressed up as different Mr Men characters which showed them the impact of their actions on others. All acts of worship have a strong Christian focus. Whole school collective worship is carefully planned by the headteacher who skilfully integrates moral messages from their personal education programme with Biblical texts, events in the Christian calendar and at times current events. The Rector leads an act of worship weekly. In the collective worship seen on the theme of Forgiveness, the text in which Jesus said people should be forgiven seventy times seven was cleverly linked to a story of how a person reacted to an unkind act and how Jesus wishes us to act. The pupils were totally immersed in the story, reflecting upon the messages given. They were involved in simple liturgical responses, which they clearly knew well and the whole atmosphere was highly spiritual. As one member of staff commented 'when the candle is lit for collective worship the whole school has a sense of peace'. Music plays an important part in worship with live music at times and singing or a

recording playing at others. Pupils confirmed they particularly enjoyed the singing. Pupils have a developing understanding of the Trinity and they referred to the Rector's mention of the Trinity in the form of a blessing each time he takes collective worship. Major Christian festivals celebrated at St Peter's Church are very well attended by parents and pupils often write and read the prayers at them. In a recent Harvest Festival celebration the pupils acted a play on the theme of thankfulness for plenty which parents described as very humbling. Christmas is not only celebrated by the school with a service at St Peter's but also with a musical service at the local Lighthouse Theatre where the Rector gives a blessing. However, while the pupils participate, there are currently limited opportunities for the pupils to plan and lead collective worship. Prayer is always used in collective worship and in some classes before lunch. In Year 3 the pupils study a unit in RE on the theme of prayer. Each Year 3 class has a prayer tree but these are not yet used across the whole school. The staff feel strongly affirmed by collective worship. A small prayer group meets daily with a longer meeting once a week. Governors sometimes attend collective worship but currently there is no routine evaluation carried out of the collective acts of worship by any stakeholder.

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

The headteacher and the Chair of Governors have a clear vision of how they wish the school to develop. Treating all children as individuals is a key principle of the school. Pupils of all abilities are very well catered for through the school's curriculum which is topic based and provides pupils with a wide range of opportunities. Music is a particular strength and is widely used in collective worship. Art work is also visible around the walls and pupils have plenty of opportunities in clubs and after school events. The headteacher knows the strengths of the school as a church school and its areas for development. The Chair of Governors is also well aware that to date there has been little evaluation of the distinctiveness of the school's Christian character and it is not included in the current school development plan. The Governing Body has just established an ethos committee to begin this work. The school has introduced Governors' week to allow them to gain a deeper understanding of the work of the school: this is valued by the Governors. The school has addressed the areas from the last inspection but it recognises that there is still work to do on monitoring and evaluation. Staff development is an important feature in the school. Staff have been given support in teaching religious education and in assessing and moderating pupils' work. The governors have been on training provided by the Diocesan Board of Education. The National Society's Statement of Entitlement is met. The school has very close links with the local church and the exceptionally strong influence of the Rector on the spiritual development of the school is recognised and valued by all. Pupils visit St Peter's not only for worship but also as part of their RE. Links also exist with another Anglican church and the Vicar comes to lead collective worship on occasions. However, links with other denominations in the area are less strong. The school has good links with the parents who, whether of faith or of no faith, are highly supportive of the school. They appreciate the strong leadership of the headteacher, his approachability, his understanding and rapid response when they bring any issues to him.

SIAMS report November 2014 Baden Powell and St Peter's, Parkstone, Poole BH14 8UL