



National Society Statutory Inspection of Anglican Schools Report

Lincoln St. Peter-in-Eastgate Church of England Infants' School

Greetwellgate

Lincoln

LN2 4AW

Diocese: Lincoln

Local authority: Lincolnshire

Dates of inspection: 10 June 2009

Date of last inspection: 19 & 20 June 2006

School's unique reference number: 120560

Headteacher: Mrs Julia Marshall

Inspector's name and number: Mrs Fiona Griffiths 999

School context

St. Peter-in-Eastgate Church of England Infants' School is a small urban school located close to the cathedral in the city of Lincoln. Pupils are drawn from a variety of backgrounds and cultures. For some pupils English is an additional language. The proportion of children with learning difficulties and/or disabilities is below average.

The distinctiveness and effectiveness of St. Peter-in-Eastgate Church of England Infants School as a Church of England school are outstanding.

The Christian values of openness, inclusion and care radiate throughout St. Peter-in-Eastgate Church of England Infants' School. The warmth of this school community is exceptional as is the support of the parents for the whole life of the school. The leadership of the headteacher and governors in creating the school's distinctive ethos is outstanding. The support and sensitivity given to pupils and their families is greatly apparent.

Established strengths

- The Christian values which underpin the work and life of the school.
- The outstanding relationships which exist between the school, parents and the local community.
- The nurturing of the spiritual dimension of every aspect of school life, particularly through collective worship.

Focus for development

- To revisit the school's vision and Christian ethos as new staff members join the school.
- To give prominence to collective worship and religious education at full governing body meetings.
- To create a spiritual / reflective area within the school grounds for use by staff and children.

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

Pupils enjoy coming to school. They feel very well looked after, valued and secure. They benefit greatly from the caring Christian ethos of the school. This ethos is strongly supported by everyone and is part of the well-embedded vision and values of the school. Learners reflect the Christian values of the school in their behaviour towards each other. The strong focus on an inclusive ethos enables all children to develop as individuals and to make excellent progress in the social, cultural, spiritual and moral aspects of their school life. The

medium term curriculum planning successfully contributes to learners' spiritual development. Relationships are extremely positive and this impacts significantly on children's progress and self-esteem. Pupils enthusiastically take on appropriate responsibilities including being on the School Council. There is a very strong partnership with parents and the local community. Parents described the value they found in pre-school visits made by staff to the home and how the children run into school smiling and don't want to come home at the end of the school day. Recognition was given to the number of worship times that parents and the local community are invited to the school or church to join in celebration worships sharing in the traditions of the Anglican faith. The school provides an excellent indoor environment where there are many opportunities for children to flourish. This boosts their confidence as individuals. At present, pupils' have a limited opportunity to be reflective in the outdoor environment. There are many activities which take place outside of the school day and the children said they were good because it meant they could stay longer at school. There is a vibrancy in the internal learning spaces with plentiful religious themed displays. There are signs and artefacts as you enter the school illustrating its Christian foundation with the children having designed their own cross for the front entrance. Pupils' awareness, concern and response for the needs of others are excellent. They have been learning about Africa and raising money for a special project associated with the school.

The impact of collective worship on the school community is outstanding.

Collective worship is given due importance at the beginning of each day and is at the heart of the daily life of the school. All staff regularly attend worship. Worship is planned around the Church calendar. There is a diversity of approach, with many members from the local Christian community sharing in its delivery. The children speak enthusiastically and knowledgeably of their experience, revealing considerable spiritual awareness. They speak with enjoyment and animation about their involvement. Children are completely respectful of collective worship, enter and exit reverentially, sing enthusiastically and respond eagerly to questions. There is an understanding of the significance of the occasion, the purpose and importance of prayer. Worship is enhanced by its focal points, the table with candles and Christian symbols and the beautiful backdrop created by the children. There are many and varied resources used to support this time. Children can remember stories told to them and the significance to their everyday lives. Acts of worship are well planned. Younger pupils recognise that they pray to God because He is there to help if 'things get tough'. Children pray throughout the day and teachers encourage the children to pray for what is important to them. Children from the School Council recognised the importance of collective worship in the life of the school as they hear stories about God and Jesus and the stories 'teach us about being kind to others'. Different members of the school community are invited to play the music, operate the projector and play percussion instruments. Pupils are actively involved in evaluating acts of worship. There are good links with the Church and members of the local clergy have given much thought on how to enthusiastically engage the pupils in acts of worship.

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

The headteacher, together with her governors and members of the clergy, provide a very strong and effective leadership team. This ensures that the distinctive character of the school is maintained and further developed. The governors are clear that this is a Christian school and that spirituality is integral to the whole school. Issues relating to religious education and collective worship do not form a part of the full governing body meeting agenda. Governors are active in school, visiting classes and joining in school events. Governors, including foundation governors, evaluate the effectiveness of the school as a church school and act as a critical friend to the headteacher in moving the school forward. This was evidenced in the school's self-evaluation. Long serving members of staff are fully aware of the school's vision and Christian ethos. The school's policies, staff recruitment procedures and the stimulating displays around the school all contribute very effectively to the strong Christian influence seen in all aspects of the school's life. Links with the Church are particularly close with input from the clergy, lay preachers and Bishop's Visitor who plays a particularly valued pastoral role within the school. The partnerships which exist between the school and the local community are strengths of the school and the headteacher actively ensures support from parents and the Church community. The school is proactive in seeking the views of its

members by various questionnaires and the responses indicate a high level of satisfaction. Parents have absolute confidence in the school and recognise the 'welcoming Christian faith that underpins everything the school does'. They feel well informed about the school's activities and enjoy the fact that they are positively encouraged to get involved in its life in a number of ways. The staff and governors value the support offered by the Diocese and make good use of training and events throughout the school year. The school's self-evaluation is highly effective and reflects the honest and open approach the school sees in its future developments. The school has successfully addressed all points from the previous inspection.

SIAS report June 2009, Lincoln St. Peter-in-Eastgate Church of England Infants' School, Greetwellgate, Lincoln, LN2 4AW