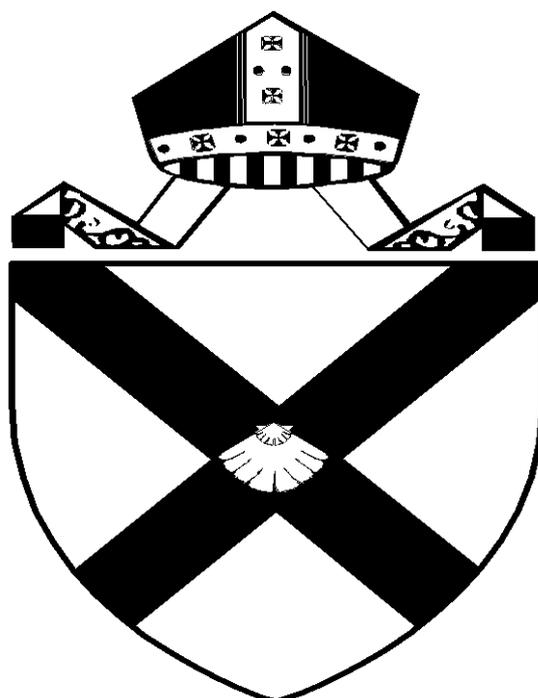


# STATUTORY INSPECTION of ANGLICAN SCHOOLS

## *ROCHESTER DIOCESE*

2012



**Leybourne Ss Peter & Paul Church of  
England Primary School**

Rectory Lane North, Leybourne, West Malling,  
Kent ME19 5HD

Voluntary Aided  
Kent CC

Unique Reference No: 118727

Head Teacher: Mrs. Tina Holditch

Chairman of Governors: Mr. Kevin Wagstaff

Incumbent: Revd. M. Buchan

Inspector: Ms Jan Thompson NS no 92

Inspection: 21 February 2012

## *National Society Statutory Inspection of Anglican Schools Report*

### **Leybourne Ss Peter & Paul Voluntary Aided CE Primary School**

Rectory Lane North, Leybourne, West Malling, Kent ME19 5HD

**Diocese: Rochester**

Local authority: Kent

Date of inspection: 21 February 2012

Date of last inspection: 7-8 November 2006

School's unique reference number: 118727

Headteacher: Tina Holditch

Inspector's name and number: Jan Thompson No 92

#### **School context**

Leybourne Ss. Peter and Paul Church of England Primary School is a one-form entry Voluntary Aided school of 211 pupils, most of whom live locally. The school is very successful and is regularly oversubscribed. As a high attaining school, it has not been inspected by Ofsted since 2006. About 25% of pupils are from active Church families, and a few pupils are from other religions. The headteacher was new in September 2011.

#### **The distinctiveness and effectiveness of Ss Peter & Paul, Leybourne CE Primary School as a Church of England school are outstanding.**

Leybourne Ss. Peter and Paul Voluntary Aided Church of England Primary School has maintained its status as an outstanding church school.

#### **Established strengths**

- The visionary Christian leadership of the headteacher, strongly supported by senior staff, parish priest and governing body
- The strong partnerships between the school and communities near and far
- The quality of relationships at all levels throughout this Christian school

#### **Focus for development**

- Articulate and make more explicit the school's Christian values.
- Ensure that work set in Religious Education (RE) challenges pupils by setting different work for different abilities, based on the national level descriptions.
- Involve parents and pupils more frequently and systematically in the school's self evaluation processes.

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

A strong Christian ethos permeates all aspects of school life and is evident to all stakeholders. Parents know that the school is distinctive as a church school because of 'the sincere worship and Christian ethos of the school' and one parent said that children are taught the values of 'love, respect and faith.' This results in a very happy school with exemplary behaviour. Relationships are excellent at all levels throughout the school. Pupils raise money for local, national and international charities, and know that 'Christianity is all about helping people.' For example, they join with the local church to support the annual Christian Aid Week appeal and participate in a Christmas service at the local riding school for disabled children. They also support a church school in Malawi. The parish priest explained that 'Everything we do is trying to help children to find that spark of God within themselves and to show it to others.' RE and collective worship make a strong contribution to this. The priest also runs a weekly Christian club, Kingsquad, attended by 20 pupils. One parent commented with relief on finding a school for her child where religious belief was the norm and was not seen as something peculiar. The school uses its environment very well for pupils' spiritual development, with attractive displays throughout the school. Each classroom has a creative interactive prayer station that pupils make good use of. Pupils also have access to a willow dome on the school field as a space where they can sit quietly or pray.

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

Pupils respond enthusiastically to all elements of collective worship, knowing when it is appropriate to behave reverently and when to show their enjoyment. A small group of pupils meets weekly to follow a new scheme to help them take more of a leadership role in the school's worship. Pupils appreciate the silent reflection time at the beginning of collective worship and enjoy the ritual of lighting the candle, when they ask Jesus to 'shine upon us.' The excellent singing makes a significant contribution to the spiritual development of both pupils and staff. Pupils know that worship is 'to have time with God' and to 'celebrate together'. One said, 'It helps us think about God and believe in Him even more.' They like to start the day with worship because 'You remember God is with you all through the day.' Pupils learn a lot about Christianity from worship, as they celebrate the major seasons and festivals of the Church's year. They are familiar with Anglican traditions and practices, such as ashing on Ash Wednesday when pupils from Year 3 upwards attend church. They say that it makes them feel holy and reminds them that God is with them. The parish priest leads worship weekly, when he gives a blessing and pupils hold hands to say the Grace. Worship is clearly very important in the life of the whole school and is of a high quality. It is co-ordinated by the headteacher, who has a Religious Studies Degree and brings a depth of religious understanding to the planning. For example, the current Olympic values such as inspiration, courage and equality are linked with Bible passages to give them a Christian basis.

**The effectiveness of Religious Education (RE) is good.**

Pupils enjoy RE lessons because they are thought-provoking and fun, with interesting activities. There is an excellent rapport between teachers and pupils. Pupils work hard and make good progress, often achieving high standards as they go up through the school. RE has always been carefully assessed and recorded, taking into account oral responses in class as well as written work, and the new RE subject leader has begun to track this carefully. However, work evidenced in pupils' books does not always demonstrate pupils' true ability, particularly where pupils of all abilities are set the same work. Pupils respond very well in class, demonstrating a very good knowledge base and understanding of religious vocabulary and concepts. This is the result of knowledgeable, skilled and committed teachers. The Diocesan RE Syllabus ensures a good balance between religious content and relating it to pupils' lives and RE therefore makes a very good contribution to pupils' personal development. For example, Year 3 pupils were shown a muddy mirror being washed clean, to illustrate the lesson that our bad behaviour stops us reflecting God's goodness. The syllabus focuses on Christianity, but pupils learn about four other religions at Key Stage 2, which is an improvement on the syllabus at the last inspection. Pupils visit the Neasden Hindu temple and know that it is important to respect differences. The two identified development areas from the last inspection have been addressed, as the new syllabus has a new scheme of work and the subject leader has produced a portfolio of levelled work in RE.

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

The new headteacher is highly committed to this church school and is a worthy successor to the previous inspirational leader. She has excellent support from the governing body, which demonstrated its high level of commitment when appointing a new Christian headteacher. A Values and Vision day at the beginning of the school year for staff and governors produced a new Mission Statement. It speaks of 'a caring, happy Christian environment' but does not make the school's core Christian values any more explicit. However, the prospectus is clear about the school's church status. Questionnaires from parents and discussion with pupil school councillors have given some positive feedback from stakeholders about the church aspects of the school, but these are not yet being done frequently or systematically. There is very strong mutual support between the school, the parish church and the local community, with the parish priest taking a lead in this. The deputy headteacher worships at Ss Peter & Paul Church and therefore acts as another important link between school and church.