



Statutory Inspection of Anglican Schools Report

Ashton St Peter's Church of England Voluntary Aided Lower School

Diocese of St Albans

LEA:	Bedfordshire
SIAS Inspection :	25th. Jan 2006
Previous S23 Inspection:	26-28th March 2001
URN:	109703
Headteacher:	Malcolm Curtis
SIAS Inspector :	Alan Thornsby

Context

St. Peter's is a member of the Ashton Foundation of schools, with a wide catchment area, situated in the heart of Dunstable. After a period of unsettled staffing and growth in pupil numbers, the school is now stable although the headteacher is due to retire at the end of this academic year. The school is also to move into a new site at the beginning of the new academic year.

Ashton St. Peter's is a satisfactory church school with a distinctive ethos. It has begun to identify areas that need to be addressed in order to develop further.

Established strengths

- The promotion of good relationships and family values.
- The commitment of care throughout school.
- The commitment of the head and staff

Focus for development

- To explore means of explicit communication of church school distinctiveness
- To review the provision of collective worship taking into account the findings of the previous report.
- To explore opportunities for spiritual development throughout the curriculum.
- To ensure that learning objectives and tasks in religious education are subject specific.
- To ensure the pupils are aware of the contributions made by others faiths to our society.

The school, through its distinctive character is satisfactory in meeting the needs of all learners. (3)

The school provides a safe and caring family like atmosphere for its pupils, which promotes an ethos of care, respect and tolerance. However little attention is made to making the links between these to specific Christian teaching. Parents and pupils acknowledge the support given by the school to the development of confident and valued individuals by the use of the 'Blue caps' who support fellow pupils at break times, and by the use of the values tree which acknowledges the achievements of individuals in a termly value such as friendship.' The 'worry box' provides a means of pupils sharing problems which may be solved in a variety of ways including the school council. Relationships between all members of the school community are good parents find the staff approachable. Pupils feel confident in their learning and parents recognise this by the questions they are asked at home by their children. There is little indication of church school identity and although the school has many displays of work the opportunities to use these for spiritual development and reflection are not taken.

The worshipping experience provided by the school is satisfactory. (3)

Worship is seen as being an important aspect of the school and is seen by parents and pupils as an opportunity for learning about Christianity and the Bible. In the acts of worship seen during the inspection the pupils behaved appropriately. There was good rapport with the leader and the singing was enthusiastic. However there were opportunities for spiritual development that were lost. The policy document for collective worship has been recently reviewed, but the school has not fully addressed the issue of the previous inspection. There is no collective worship coordinator or any formal monitoring and evaluation in place. Consequently these limitations with a lack of detailed planning hinder continuity and progression of worship themes. They also fail to give opportunities for fully engaging the pupils. The pupils enjoy the visits to the Priory church and the opportunities to write prayers and to participate in end of term services which are well supported by the parents.

Religious Education is satisfactory. (3)

Standards in religious education are satisfactory and achievements are in line with other foundation subjects. Pupils enjoy learning and respond well.. A range of teaching strategies such as hot seating and open and closed questioning are used to develop good vocabulary. Teaching assistants are used to monitor the behaviour and responses of targeted children. However the tasks set for the pupils do not provide sufficient challenge and often being literacy and not RE focussed. There is little work on the other faiths other than Judaism. These factors obviously lessen the development of specific RE knowledge as well as a greater awareness of the multi cultural nature of our society. The new coordinator has however begun to have an impact by introducing lesson observations and monitoring and evaluating planning. This is helping to raise staff knowledge and confidence.

The leadership and management of the school as a church school is satisfactory.(3)

The headteacher and governors are aware of their roles and have been successful in developing a school which is recognised by the whole school community as being one in which the pupils are safe, cared for and develop tolerance and respect for all. There is an assumption that everyone understands the foundations of these and the Christian foundations for these are not communicated explicitly. The head and staff provide good role models for pupils' daily life in school. The views of parents and pupils are listened to and implemented. There are good links with the Priory, which is often used as a resource as well as for worship.

The school meets the statutory requirements for Collective Worship.

Yes

The school meets the statutory requirements for Religious Education.

Yes