

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Peter's Church of England Voluntary Controlled Primary School

Squirrel Meadow Bratton Telford TF5 0NT

Current SIAMS inspection grade	Outstanding
Diocese	Lichfield
Previous SIAMS inspection grade	Outstanding
Local authority	Telford and Wrekin
Date of inspection	22 nd June 2017
Date of last inspection	April 2012
Type of school and unique reference number	Primary 123530
Headteacher	Amanda Martin
Inspector's name and number	Reverend Alison M. Morris 759

School context

St. Peters Church of England Voluntary Controlled Primary School is larger than most primary schools. There are 421 pupils on roll aged from 4-11 years with a two form entry and fourteen classes. Most pupils are from White British backgrounds. The proportion of pupils eligible for free meals is below the national average. The school has a strong reputation in the local community. It has close links with St. Peter's Church where there is an interregnum until September 2017. There is an interim leadership team in place.

The distinctiveness and effectiveness of St Peters as a Church of England school are outstanding

- Inspirational and stable leadership by the acting headteacher who is motivated by her own personal faith and who is instrumental in sustaining a distinctively Christian school that is inclusive, welcoming and harmonious.
- Effective and exemplary relationships between staff who both promote and model Christian values and embed the Christian distinctiveness, which ultimately enhances all pupil's learning.
- Embedded Christian values seen particularly in pupils' abilities to speak about their Christian faith, identity and belonging and how this impacts upon their daily life within this church school.

Areas to improve

- Through the development of the worship committee, engage pupils in the process of planning, leading, and evaluation of worship throughout the school.
- Engage all governors in the process of implementing more rigour and robust formal systems of monitoring with the intention of establishing a more efficient and consistent monitoring schedule for church school development.
- Build upon established links with St. Peter's church to create a wider provision from the parish which will enhance the clergy relationship and engage consistently with the school in the areas of collective worship, governance and the teaching of RE.

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

St. Peter's is an explicitly Christian school which is distinctively Christian in all that it does. The school has developed an excellent Christian character and positive ethos. This is immediately apparent and permeates all aspects of the school's life, from documentation and displays through to classroom practice. Explicit core Christian values, which are rooted in biblical teaching, are being successfully embedded and internalised by pupils through 'The Four C's' – Consideration, Compassion, Common Sense and Courtesy. These are underpinned with reference to biblical texts and set the expectation for how all should live. This is clearly understood and practiced by all who belong to this family oriented community. As a result, the values shape and support the holistic approach to meet the needs of each child. Excellent pupil progress is made and pupils achieve well, most reaching standards of attainment above national average in academic work. Highly effective intervention programmes and excellent SEND (special educational needs and/or disability) provision ensure disadvantaged pupils' attainment is higher than that of similar pupils nationally. Effective use of nurture programmes, such as Cool Kids, support pupils to overcome challenges within a happy and stimulating Christian environment. High expectations and aspirations have a significant impact upon pupils' lives because they positively influence pupils' attitudes, behaviour and relationships. All pupils are treated with dignity, encouraged, valued and nurtured as unique individuals loved by God. Pupils' social, moral, spiritual and cultural development (SMSC) is nourished and challenged by core Christian values which have a high priority in the school development plan. RE makes a significant contribution to pupils' SMSC development, as belief matters in this school. A well-structured religious education (RE) scheme fosters deep respect for Christian values and beliefs. Pupils' have excellent skills of communication in speaking and listening. They can explain what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. One pupil said, 'If you listen to the story you can find the moral within it.' An effective school council allows pupils to develop responsibilities and contribute to decision making. This is enhanced through leadership positions for 'Jumping Jax' and 'Playground Pals'. Pupils participate in the mission of the wider community through fundraising as seen through Comic Relief and the Children in Need. Harmonious staff relationships provide excellent Christian role models which are attributed to both Christian character and values. This is a strength of the school. Standards of behaviour and management are exemplary due to clear guidelines and expectations which are embedded with Christian values. Pupils have a good sense of morality, self belief and self esteem. They are polite and respectful. Pupils have excellent attitudes to learning, so they are well motivated and keen to attend school and so absence is minimal. A stimulating and engaging curriculum delivered through outstanding teaching, plus rich learning experiences influences positively upon both attitudes and attendance. For example, the World War Two evacuee's project enhanced intergenerational work within the local church and community. Pupils feel safe and valued in the knowledge that diversity is embraced as pupils from all cultures feel welcomed and their beliefs are respected. All safeguarding arrangements are in place. Classrooms have Christian symbols and worship tables which, when used, make a significant contribution to pupil's spiritual development. A very stable atmosphere is promoting a Christian learning environment which enables all pupils to flourish and to develop into self assured and confident young people. These also, so clearly express the school's Christian distinctiveness and encourage spiritual development.

The impact of collective worship on the school community is outstanding

Worship evokes a sense of spiritual gathering with a strong focus on the person Jesus Christ and the Trinity. Daily worship is inclusive, affirming and accessible and makes an outstanding impact and contribution to the experience of all pupils and staff. It is important in the formation of Christian character and forms the main element of the school's Christian's distinctiveness. Worship also makes a very good contribution to pupils' spiritual development through reinforcing Christian values into the vision of this Anglican foundation. Great care is taken to ensure a variety of approaches to worship includes key elements which are an integral part of Anglican traditions and practices. Additional activities, such as 'Open the Book', Easter Experience and specific days such as 'St. Peter's Day' broaden pupils' worship experiences. During worship a range of experiences are used such as prayer, silence and music, all of which attempt to stimulate pupils' attention and atmosphere. Clever use of inclusive language and atmosphere through creative use of drapes and lighting enhances a spiritual environment. This encourages a sacred space for all pupils to listen, reflect and respond appropriately so that they are spiritually nourished in an atmosphere of peace. For example, the 'Thought for the Day' has been refreshed to enable pupils to reflect at the end of the day. Visual images, symbols and lighted candles are used to encourage awe and wonder, and to encourage spirituality. Very good use of role-play in the worship observed through Open the Book energised pupils' attention throughout the story of Jesus' baptism. Pupils are well engaged and enthusiastic to sing and pray. One pupil referred to worship as 'the kingdom of God is here as we gather to worship.' They speak positively about worship and its impact upon their lives. Pupils' attitudes to worship are good because it provides some meaningful experiences rooted in Christian beliefs and festivals. These are appropriate and significant to the pupils' needs, age, development and interests.

Through the moral message, pupils are encouraged to relate their learning to their own behaviour and life fostering responsibility and respect. Pupils have excellent knowledge and understanding of Christian symbols. One pupil explained the Trinity as 'one whole religion in three parts'. Worship is planned on a 'termly' basis following a two year cycle. Through a range of resources including 'Roots & Fruits' the themes are supplemented with Biblical material which ensure continuity and variety with a clear focus on Christian beliefs, teaching and festivals which follow the Christian calendar. Prayer and reflection is a very important part of school life. Appropriate use by pupils of prayer spaces such as the Sensory Garden and prayer boards around the school demonstrates their understanding of the purpose of prayer and reflection in their own lives. As a result, pupils are able to speak well about their own faith and prayer life. Close links with the church through the lay minister, diocese and foundation governors ensure that Christian distinctiveness has a high profile. This reinforces Christian values and a wide range of Anglican traditions and practice. Key Christian festivals such as Easter, Harvest and Christmas are always celebrated in St. Peter's Church which reinforces the link. However, the school acknowledges the arrival of a new incumbent and welcomes more opportunities to embed their relationship further within the worship schedule. Parents also respond positively to invitations to attend special services and to share in worship. Pupils do lead some worship through drama and action prayers. However, the school has identified the on-going development of the 'worship committee' for further pupil involvement in planning, leading and evaluation. Evaluating the impact of collective worship on pupils to inform future planning is now in place, but needs to be rigorously and consistently applied by the governors. The school correctly identifies that this needs to be further embedded by all stakeholders so that the quality of worship offered is substantial, engaging and relevant to the pupils' lives and their spiritual development.

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

The experienced and energetic leadership by the acting headteacher has contributed significantly to the successes enjoyed from the challenges facing this school. Her committed leadership which is rooted in her personal faith, strongly supported by an engaging deputy headteacher has impacted on the daily running of the school. Stability, belief and a sense of belonging have been restored to St. Peter's. It has a strong identity as a church school because Christ's teaching is at the heart of everything they do. This results in a caring ethos which encourages growth and inspiration for all pupils. Governors and staff are committed through policy and practice to the embodiment of Christian distinctiveness. They have worked with energy and commitment to revisit the values and ethos in order to develop a distinctive Christian vision which is lived out in every detail of this school's life. This clear and consistent vision based on explicit distinctive Christian values is recognized by pupils and the wider community. One parent said, 'The school is an integral part of the Christian community.' Both chair and foundation governors act as critical friends who are supportive of the strategic drive to improve academic progress, pupils well being and to embed the Christian distinctiveness even further. Issues identified in the previous inspection have, and are being addressed. Robust and rigorous systems for monitoring and evaluating the school's impact on pupil achievement are also in place. Accurate self-evaluation and reflection by skilled governors and staff impacts well and effectively upon the school's strategic direction. All staff and governors have a very honest and challenging view of any future developmental needs of this church school. Insightful strategic professional development and careful succession planning is provided for leaders and governors which has already impacted positively upon this school's development. Clearly governance makes a distinctive Christian difference to this school. However, a formal and robust monitoring schedule on monitoring of RE and collective worship is the key for future development. A history of substantial links with parish clergy has ensured that Christian distinctiveness is embedded. At present a lay person is a regular visitor who nurtures and sustains the close links that exist between the school and parish. Statutory requirements for both RE and collective worship are met. Both areas are enthusiastically led which enthuses through to the staff and pupils. RE also has a high priority. Pupils' knowledge of the 'Christian story' is excellent as well as their awareness and understanding of other faiths and cultures. One pupil said, 'The story in Genesis teaches us to be grateful for creation.' Pupils enjoy RE and are challenged by creative learning activities. RE makes good curricular links with the Jigsaw scheme of work for personal, health and social education (PHSE). Integration of the Understanding Christianity resource impacts well through displays and lesson planning. Strong partnerships exist between the school and the multi-agencies, local community and the diocese. Positive partnerships which exist between the school and parents enhance pupils learning. For example, the annual parent and 'carer' shadowing event enables parents to feel part of the learning process. Parents appreciate and welcome the distinctive Christian values and ethos which pervades an atmosphere where visitors are welcomed and valued. A parent said, 'The school makes the spiritual connection with God.' Parents say that the school is very supportive to their requests: issues are dealt with quickly and efficiently. They speak highly of the school's communication with them, the care and concern shown and the professional way in which staff work. Parents believe pupils' needs are met and their progress is excellent. They are appreciative of how the pupils' personal development is enhanced through extra-curricular activities such as the choir. This enables the pupils to flourish spiritually, socially and academically. Pupils also have a deepening sense of Christian identity and are provided with activities and reflection opportunities to celebrate diversity and to reflect upon global issues. Wider

community links are strong and effective practice, for example, strategies include interschool links with Kenya and Kimillila.

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