



# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## St Peter's Church of England Voluntary Aided Primary Academy

Address Bellamy Road, Mansfield, NG18 4LN

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

1 Corinthians 13 v. 4-8

Our vision is 'loving, living and learning with Jesus'. Using 1 Corinthians chapter 13 we love by being kind and patient. We live together as a family and think about others first. We trust each other and forgive any mistakes. We learn through persevering and always aspiring to do our best.

### Key findings

- St Peter's embodies the Christian vision of 'loving, living and learning with Jesus'. Through this vision dedicated leaders are transforming lives in this school. However, the biblical rooting of the vision is not fully embedded and understood.
- The school, supported by the multi-academy trust (MAT), has developed a revised curriculum which enables pupils of all abilities to flourish. They learn through 'persevering and always aspiring' to do their best.
- During a time of significant change, the staff team have supported each other, and the whole community to flourish through their unrelenting care. They show the vision as they 'live together as a family and think about others first.'
- Collective worship is inclusive, invitational and inspiring. Pupils take some responsibility for leading worship and reflection but overall their role is not fully developed.
- Religious education (RE) is carefully planned and well led. Identifying individual progress in RE is in its early stages of development.

### Areas for development

- Embed the vision so that everyone knows and understands why its biblical basis is important and underpins all aspects of school life.
- Empower pupils to plan and lead worship, including creating wider opportunities for prayer and reflection. This is to enrich their spiritual experience by providing positive peer role models.
- Further develop RE to ensure that the progress of individual pupils can be evidenced and their next steps in learning clearly identified. This will enable pupils of all abilities to flourish in RE.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

St Peter's Christian vision of 'loving, living and learning with Jesus' infuses the school community. The school has undergone a significant period of change and leaders have worked hard to create an environment where everyone flourishes. Staff recognize that they are 'all moving towards the same goal' and that they are 'never alone' on this journey. Their professional development is a priority. Supported by the Southwell and Nottingham Multi Academy Trust (MAT), senior leaders and governors have created a sustainable model of school improvement for all, which staff understand and support. Governors, who are fully involved, including during the pandemic, speak of clear communication with the headteacher which enables them to make informed decisions about the school. Everyone is welcome here and policies and practices reflect this. A diocesan representative describes how the school lives out its vision by being 'an oasis in the heart of the community, reaching out to parents and caring for its pupils'. The vision statement, based on love, is the defining driver of all that happens. Understanding of the biblical basis of the vision and why it underpins all aspects of school life is not fully understood by everyone.

School leaders have taken brave decisions to completely revise the curriculum to better meet the needs of pupils, especially those who are vulnerable. This approach recognizes the unique nature of each pupil and has been instrumental in supporting progress. In line with the vision to aspire and persevere, bespoke packages of learning and support are a feature of inclusion at St Peter's. The provision for pupils with additional needs is used by the trust as a model for other schools. During the pandemic staff worked tirelessly to support families who did not have access to technology or the internet. Staff liaised with local groups to provide art and sport packs to broaden pupils' experiences whilst home learning. Parents confirm that 'they couldn't have done more'. Intensive work is now in place to plug the gaps in learning. The school serves a daily 'magic breakfast' for everyone. This ensures a good foundation for concentration and learning. Spiritual opportunities are offered in school through reflection areas, used well by pupils in each classroom, and a recently developed prayer garden. One pupil said, 'You can just take a moment here to pray to God.'

The strong culture of aspiration and perseverance is seen through extra-curricular opportunities which are far reaching and inclusive. In order to make a real difference to pupils' future aspirations, school leaders ensure that they fund clubs in school which link to further provision in the community. The town's football team now run teams locally and dance lessons are available in the community centre so that families without transport can access life enhancing opportunities. Pupils are encouraged by visits from a local Olympian and an ex-pupil who is a tv presenter to aspire to be the best that they can be. Pupils explain how the school's vision to 'live as a family and think about others' inspires them to make positive choices. For example, the eco committee have an action plan, which thinks about others by saving energy and reducing litter. They have led worship to put this into the context of looking after God's world. Picture News for church schools also enables pupils to be outward looking and to discuss current world issues. The school shows love through generous harvest gifts to the food bank and sending resources to developing countries via the Police Aid Convoy.

The school's Christian ethos is rooted in forgiveness and trust. The ethical decision to finance a family support worker reflects this, and means that attendance and exclusion are dealt with in a Christian manner. Safeguarding and work with agencies are priorities. In order to address significant needs, two staff have trained to use trauma informed approaches. Actions are rooted in love and a desire to improve the life chances of pupils. During the pandemic families were contacted by telephone and some received daily garden visits to support wellbeing. A MAT representative explained how the headteacher and staff gave a 'huge level of contact' and 'utter commitment' as an expression of the vision. This ensured that families had the care they needed. Within school, relationships are strong and staff feel supported pastorally. For example, a member of the team said she feels 'happy, content, challenged and nurtured' by working in

the school. Parents witness that the staff know their children well and that there is a positive culture and ‘a good atmosphere of praise’. Buddies support vulnerable pupils on the playground and behaviour in school is good.

Worship is the focal point of the end of each day. Pupils and staff leave school with a prayer for God’s protection over them. Prayer is invitational but also inclusive through signing. Collective worship is carefully planned and is closely linked to the vision. Christian festivals are celebrated. Understanding how the Bible can impact on lives and attitudes also features strongly. Pupils are involved in the lighting of the candle and leading the gathering and sending. Their role in planning, leading and evaluating worship is underdeveloped, however. Now that whole school worship is possible, pupils are keen to take a more active role and have begun to suggest songs to enhance worship. The vicar is fully involved in school. Pupils speak enthusiastically about her input for Ash Wednesday and Easter. Worship was offered throughout the pandemic by the vicar and the collective worship leader, who developed lively videos with puppets. Feedback shows that these were greatly valued by governors, parents, staff and pupils. Further evidence of how the church values its relationship with the school is that it funds transport, enabling pupils to use the church building for services and the curriculum. This strong relationship promotes a depth of understanding of Anglican worship. The Friday celebration worship further reinforces the vision with awards for showing the key values.

RE curriculum planning using the new agreed syllabus and the ‘Understanding Christianity’ resource ensures that pupils develop their skills of enquiry and interpretation. Drama techniques provide opportunities for interpretation and deep thinking. Godly play sessions develop good questioning skills. All abilities are actively encouraged to contribute including those with additional needs who use signing. Pupils enjoy the practical and discursive nature of the subject and explain how they explore big questions. One pupil said, ‘There is never one answer, but many different opinions.’ Pupils also value learning about different religions and say that ‘it helps you to learn respect’.



**The effectiveness of RE is Good**

The subject leader is experienced and supports staff well. She accesses training and attends the diocesan cluster groups. This has a positive impact on the quality of teaching and learning. Pupils flourish through a rich and engaging curriculum. The school have analysed gaps in knowledge and understanding due to the pandemic and are addressing these. Identification of pupils’ individual attainment is an area for further development as teachers plan continued progress for all abilities.

### Contextual information about the school

Date of inspection	28 April 2022	URN	144397
Date of previous inspection	25 March 2015		
School status	Voluntary aided academy converter primary school	NOR	237
Name of MAT	Southwell and Nottingham Multi Academy Trust.		
Diocese	Southwell & Nottingham		
Headteacher	James Marshall		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information	The school is a member of the Southwell and Nottingham Multi Academy Trust.		
Inspector’s name	Heather Rattenberry	No.	964