

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England VA Junior School, Derby

Address Thornhill Road, Littleover, Derby, United Kingdom, DE23 6FZ

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

Unlocking our potential: We believe that "With God, all things are possible" (Matthew 19:26) Through our core Christian values of perseverance, compassion, respect and courage, we seek to empower and inspire a community of ambitious, caring and respectful children who have the faith and courage to positively impact our world.

Key findings

- Together, the whole school community at St Peter's share a clear Christian vision. This vision, and associated values, underpin the whole life of the school, seeking to unlock the potential of each individual pupil.
- St Peter's Junior School is a highly inclusive, cohesive and compassionate community where everyone is valued and nurtured as the unique person God created them to be. Opportunities for spiritual development and reflection are sometimes missed as the school lacks a clear shared view of what spirituality means to them.
- Pupils are valued and their voice is heard. They live out the school's vision and values through care for each other, social action and opportunities to challenge injustice. Through this, this school stands as a beacon of hope in the community.
- Collective worship is highly valued and is enriched by meaningful opportunities for pupil leadership, although formal evaluation is limited. Worship significantly influences the lives of both pupils and staff, enabling them to flourish.
- Enquiry-based religious education (RE) develops curiosity through questioning, although expectations of what pupils will learn in each lesson sometimes lack clarity.

Areas for development

- Agree a shared understanding of what spirituality means at St Peter's to deepen the impact of opportunities for spiritual development across the curriculum.
- Ensure that learning objectives in Religious Education (RE) are tightly focused so that expectations of what and how the pupils will learn are clear, consistently communicated and understood by all learners.
- Develop opportunities across the whole school community to evaluate the impact of collective worship to support the development of provision effectively.

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 Junior School is highly inclusive, cohesive and deeply rooted in its community through relationships of mutual respect. The school's distinctively Christian vision is based on the words of Jesus, 'With God, all things are possible'. This, coupled with the core purpose of 'unlocking our potential', drives the life and work of the whole organisation. Associated values of perseverance, courage, respect and compassion are linked to inspirational role models, such as Malala Yousafzai for courage. This recently established vision and resultant values are 'lived and breathed' and permeate the whole school community. As explained by a parent, 'these values are not just words, they come down from the top down and they filter through everything'. St Peter's is characterised by the strength, passion and compassion of school leaders. Alongside governors, they share a clear picture of strengths and weaknesses, working tirelessly to meet the needs of the school community effectively. They have challenged, supported and rebuilt what is now a strong motivated and cohesive staff team. Highly effective professional development of staff and governors is given high priority. This includes quality academy trust, diocesan and school to school support, all of which have contributed to rapid improvements. Staff work closely as a united team to serve the school community with exceptional care and compassion. A strong, positive relationship with the local church has been proactively rebuilt, resulting in a mutually supportive partnership and a tangible sense of community.

The school vision for unlocking potential is raising expectations across the school. Through strong external support, the school's distinctively Christian vision runs through the heart of an ambitious curriculum. Staff are passionate about overcoming barriers to learning, with strong provision to meet the needs of each individual through compassion and hope. Pupils regularly use the imaginative and meaningful opportunities for prayer and reflection available in each classroom and across the curriculum. 'Spiritual Journey' books are used respectfully and insightfully by classes and individuals when recording thoughts, prayer and reflections. Class contributions include reflections on the question, 'how do you plan to lift others up this year?' However, the school lacks clarity on what spiritual development really means for them. Consequently, opportunities are missed for pupils to question and explore spirituality.

The vision of empowering pupils with 'the faith and courage to positively impact our world' has widened pupils' perspectives to consider the needs of others. Pupils regularly engage in social action, identifying issues and initiating where they themselves want to make a difference. This has included support for Young Minds, a local food bank and a turtle sanctuary in the Maldives. Pupils are articulate advocates of change, passionate about challenging injustice and inequality. This drive to make a difference is modelled by the church and PTFA, who work together to support the community.

St Peter's approach to supporting pupil behaviour is consistent, positive and restorative. It is rooted in the school's vision to, 'empower and inspire a community of ambitious, caring and respectful children'. Staff continually model expected behaviour, creating a positive climate for learning. Strategies to support emotional development, positive relationships and mental health are prominent, driven compassionately through a recently appointed learning mentor. Provision includes a lunch-time nurture club, kindness pledges and friendship detectives. Pupil attendance is consistently good. Leaders attribute this to a culture of care and compassion, creating a tangible sense of belonging. Parental engagement is high. This was exemplified by a parent who commented, 'I want to help support the school because the head teacher cares so much that I want to get involved too.'

St Peter's is highly cohesive and inclusive. Everyone is valued and accepted as an individual with dignity and respect. The vision of giving 'the faith and courage to positively impact our world', drives a culture of equality through love and acceptance. This is implicit in the way pupils and adults treat each other. Resources exploring diversity have been used sensitively to celebrate difference and uniqueness, supporting pupils to be who they wish to be. As one pupil said, 'everyone is accepted at our school. We treat each other in the way we would want to be treated and respected'.

Collective worship at St Peter's is inspirational, respectful and affirming. As an outworking of the vision, pupil potential is unlocked through a positive impact on behaviour and attitudes throughout school. Worship involves the whole school community, who are all present and involved daily. The work of the worship council is prominent, with many pupils keen to take on this important and much valued role. Collective worship is discussed and evaluated with the worship committee. They are proud of changes that have been brought about, such as the use of class prayer books in whole school worship. However, opportunities for evaluation of the impact of worship are not systematic and do not involve the whole school community. Worship is well

supported by local clergy and church organisations. Pupils relish the opportunity to worship in church, and this is well supported by the community. Singing is a powerful and unifying element of worship at St Peter's and is greatly valued by pupils. Class worship often includes opportunity to reflect on current news, with opportunities to respond through prayer and reflection. Pupils have written an inclusive, God exalting prayer that has become the heart of the school's respectful, inclusive and invitational worship. Clergy have supported the school in ensuring that worship is accessible for pupils of all faiths. Therefore the whole school community can participate freely but without compulsion.

The importance of RE is apparent across school, with rich displays based on thought provoking questions. RE at St Peter's aims to prepare pupils for life in a multicultural world, challenge intolerance respectfully and support spiritual growth. This is a clear outworking of the vision to unlock potential with God's help. Pupils are empowered to question each other respectfully and become 'experts' on the faith or beliefs of their peers. Consequently, pupil's wealth of knowledge is harnessed, significantly enriching their understanding of faith and religions. Pupil's secure and respectful understanding of faith is reinforced by a well-planned programme of visits to places of worship. Through the use of the 'Understanding Christianity' resource, pupils enjoy exploring religious texts and songs and are developing a deep, respectful and meaningful understanding of Christianity. Pupils understand the activities that are required of them. However, learning objectives and success criteria are not always clearly focused on what pupils need to learn and what is expected of them. Therefore, opportunities for deepening understanding can be missed. The use of 'Spirited Arts' gives pupils much valued opportunity to express their thoughts and understanding through a range of media. The whole life and work of St Peter's school is underpinned by a distinctive Christian vision, enabling pupils and adults to flourish.



The effectiveness of RE is

Good

The quality of teaching in RE is good, shown through school monitoring and verified during inspection. Pupils enjoy RE, particularly when learning is more enquiry based, and respond with enthusiasm. Work in RE meets the range of pupil needs effectively. Discussion with pupils with their books shows that they generally attain well.

Contextual information about the school

Date of inspection	11 October 2022	URN	147725
Date of previous inspection	30 April 2015		
School status	VA	NOR	195
Name of Multi Academy Trust or Federation	DDAT		
Diocese or Methodist Circuit	Derby		
Headteacher	Frazer Smith		
Proportion of pupils deemed to be disadvantaged	In Line with National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	The school is made up of a broad range of ethnic and faith groups. Since the last inspection, the school has undergone significant staff changes.		
Inspector's name	John Clapham	No.	0775