

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Droitwich Church of England Academy	
Address	Church Lane, The Holloway, WR9 7AN
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p style="text-align: center;">Love Learn Live</p> <p>We follow Jesus' example by valuing and cherishing all God's children in an ever-changing world. We are loved so we can love, we learn so that we can grow and therefore live our lives to the full, flourishing in the eyes of God today and in the future.</p> <p style="text-align: center;">Inspired by the Parable of the Two Houses. (Matthew 7:22-27)</p>
Key findings
<ul style="list-style-type: none"> • This school is led by wise builders who wield well their tools, securing lasting foundations of learning. Leaders at school and trust level create a community built on love that ensures all ages learn and live well together, now and into the future. • There is a profound impact of Christian vision, values and 'golden rules'. Pupils, including the youngest, talk with wisdom of the Christian foundations of the school and how these make them feel safe, secure and so able to learn. • The vision inspires learning. The curriculum is highly ambitious and provides spiritual as well as academic nourishment. Leaders are beginning to explore how spirituality relates to wellbeing. • Religious education (RE) is excellent. Pupils hold a wealth of knowledge which is evident in their understanding of and respect for others in our multi-cultural and multi-faith world. • Collective worship is the powerful mortar that binds the school community together. Pupils and adults treasure their time together and find worship a source of solace and joy.
Areas for development
<ul style="list-style-type: none"> • Leaders to extend adults' and pupils' understanding of spirituality so that spiritual growth continues to support positive mental health and wellbeing across the school community.

Inspection findings

St. Peter's is a caring community built on love. Christian teaching and the examples of Jesus and St. Peter inspire adults and pupils. This school is excellent because of its solid Christian foundations. Pupils know Peter changed his name from Simon, 'because God gave him a new name for a new life.' They understand that their patron saint was a disciple of Jesus and that he is known as the rock. Adults and pupils clearly articulate these biblical connections with the Parable of the Two Houses, the story of the wise and foolish builders. The Christian vision, therefore, is meaningful and well-understood. Flourishing in every sense: academic, personal, social and spiritual is abundant.

Leaders, including 'Christian distinctiveness advocates' (formerly known as governors) are master builders. They use their considerable experience, embrace their role and ensure their work safeguards and delivers on the vision to love, learn and so live. Advocates ensure each Church school in the trust honours its foundations and that these remain strong. Leaders and diocesan colleagues combine their shared wisdom and so enrich the Christian witness of St. Peter's. Ethical spending decisions and staff recruitment deliver the vision for all to live well. The experienced headteacher is well-supported by senior leaders. She is highly respected and much-loved. St. Peter's is rightly described as a 'shining light' among diocesan schools. Some staff work across the Trust, contributing to the flourishing of others. Colleagues share best practice and professional development is secured. Such Christian-based servant leadership is an innovative model for other groups of schools. It transforms lives.

A powerful sense of mutual trust and nurture characterises the school. Life at St. Peter's has lasting impact. Pupils conduct themselves with respect for each other, reflecting on the 'golden rule' of kindness. Behaviour is almost always excellent. In some cases, St. Peter's continues to help former pupils at their Middle or High school's request. Some family members continue to volunteer in the school after their children have left. Former pupils also return for special events, including services in Church. Staff members move on, and some subsequently return to work or serve as advocates, stating they feel they have come 'home'. Working in and for the Trust, it is clear that St. Peter's maintains its identity within a community of like-minded schools.

Support for those pupils with special educational needs and disabilities is extremely well considered. Staff are tenacious and skilled in their pursuit of specialist support when this is required. Pupils who need additional help are upheld by the vision of love. A culture of good-humoured patience prevails. When a pupil or staff has a wobble, there is always someone to prop them up until they are steady again. Like all good builders, adults scaffold each other, taking time to check that each is on solid ground. This is remarkable in such a large school with so many staff and young pupils.

The curriculum delivers the vision of loving to learn. It is shaped around the United Nations Sustainable Development Goals so pupils think beyond themselves and their own interests. Within this creative approach to learning, pupils explore life's 'big questions'. They are inspired to act on climate change and other global issues. Pupils act to serve others. Up-cycling playground equipment and campaigning to alleviate food poverty are ways pupils challenge injustice. Learning is transformational and no pupil is left behind in that process.


Pupils and adults embrace the spiritual growth provided by time to talk when they feel the 'ows, wows and nows' in their lives. Even the youngest pupils use a shared language about spirituality. As one said, 'The incarnation is God's rescue plan for the world.' Leaders engage in research on wellbeing. They are beginning to explore how spiritual growth is intrinsic to positive mental health.



Religious education (RE) is a strong building block in the structure of the school. The subject is extremely effective in securing a love of others. Pupils learn of the diversity and common ground between faith communities. The RE leader has an infectious enthusiasm for the subject. She engages with local and national RE networks and guides other staff to develop their subject knowledge. She works closely with the Diocese to ensure pupils acquire a depth of knowledge.

Collective worship is the mortar between the constituent parts. Patterns of worship in class, hall and in Church are well-established. Pupils and adults value the time every day to listen, respond, reflect, sing and pray as their personal views allow. Pupils talk with maturity and insight. One said, 'The Bible tells me what's best to do.' Members of staff enrich the experience of worship through singing in the staff choir. The school song, 'We are the rock,' is part of the Christian foundations of the school. Everyone is included and invited to sing. The youngest children are helped to learn the words through the clever use of actions. Pupils who identify as Christian, Muslim and Jewish find that worship supports their own beliefs as well as their understanding of Christianity. As one group commented, 'As Muslims, worship helps us make good decisions, like Jesus.' He was humble, not bossy, as he washed feet.' The 'Jesus and Me' (JAM) pupil group has grown from a few to over 50 members, all eager to help plan, lead aspects, like prayer, and gather feedback on worship. As a result of their evaluations, there is more music and acting out Bible stories. Worship inspires pupils to be agents of change, particularly on environmental issues. Their prayers often ask for healing of the world. Worship closely mirrors that of the Church's calendar so that pupils have a secure foundation in Christian traditions. Pupils are confident to explain the Eucharist, knowing that it reflects Jesus' last meal, and that Christians believe in God as Father, Son and Holy Spirit. The vicar provides unstinting support. Pupils talk of her as one of their family. Over time, the school has fostered links with other Christian churches in the area. This means pupils are aware that Christianity is itself a diverse faith.

St Peter's staff talk of giving everyone 'the chance to shine'. The school itself sparkles with energy, joyous love and life-giving nourishment. It is no surprise that there is a waiting list for places at this school where all live life to the full.

	The effectiveness of RE is		Excellent	
	<p>Pupils learn exceptionally well because the curriculum excites and promotes enquiry and deep thinking. Pupils' progress is rapid and accelerating. The subject is led and taught with insight, great skill and expertise. Pupils develop an extensive vocabulary as they move through school. They express their thinking confidently, making connections between a range of beliefs and practices and their own lives. Their learning goes beyond the expectations for pupils in a First school setting.</p>			
Information				
School	St Peter's Droitwich Church of England Academy	Inspection date	9 December 2022	
URN	143397	VC/VA/Academy	Academy	
Diocese/District	Worcester	Pupils on roll	442	
MAT/Federation	Rivers Church of England MAT			
Headteacher	Tracey O'Keeffe-Pullan			
Chair of Trustees	Caroline Hoddinott			
Inspector	Allyson Taylor	No.	768	