

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

<b>St Peter's Church of England Primary School, Chippenham</b>	
Address	Lord's Mead, Chippenham, SN14 0LL
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
<p>As a church school, we believe that 'Giving children the keys to unlock their future' will enable all pupils to flourish within our care and achieve their full potential.</p> <p>"I will give you the keys to the kingdom of heaven." (Matthew 16:19) "I have come that they may have life, and have it to the full." (John 10:10)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school has a clear and distinctive Christian vision. Pupils and adults understand that the purpose of the school is to give them 'the keys to unlock their future'. Every action of leaders at all levels is driven by this.</li> <li>• Collective worship is carefully planned so that each school value associated with the vision is brought to life over the course of the year. It is invitational and inspires pupils to think about the world. However, although the 'pupil worship council' are enthusiastic, at present they do not have active roles and responsibilities.</li> <li>• A deep understanding of the vision has led the school to become the centre of the community, in which positive mental health and strategies to achieve this are celebrated.</li> <li>• Religious education (RE) is taught well using the well sequenced curriculum. New subject leadership is becoming more skilful. Training is planned, but at present systems for sharing good practice in RE are limited.</li> <li>• Relationships between all members of the community are strong. Staff and pupils show care and attention to each other and because of this all flourish.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop the leadership of RE so that all staff are supported to deliver the well-sequenced curriculum.</li> <li>• Promote further involvement of pupils so that it enables them to engage more fully in the planning, leading and evaluation of worship.</li> </ul>

## Inspection findings

St Peter's is a happy and welcoming school with a compelling and distinctive Christian vision. Leaders at all levels have worked hard to develop this inclusive vision that is firmly rooted in the Bible and the symbols associated with St Peter. Leaders, including the academy council and the representative of the Diocese of Bristol Academies Trust (DBAT) have a clear understanding of their role. They ensure that pupils and staff flourish because they have been given the 'keys' to unlock life in all its fullness. These leaders ensure that there are effective systems and policies in place to review the work of the school and the impact of the vision on all members of the community. They review their own work each time they meet. They reflect on the ways they have shown (or not shown) the values associated with the vision. The 'keys' are defined by the school as: learning; behaviour; values and relationship. School activities and decisions are driven by the desire for all to have these keys to unlock their potential. As one pupil said 'it means giving hope and courage so you can do great things in your life'.

The 'key' of 'learning' is developed through the broad and balanced curriculum which leaders are working to embed in all areas. The school has a clear and secure approach to the understanding of spiritual development and 'wonder everywhere' is used by teachers to help pupils think about big questions of life. Pupils with special educational needs and /or disabilities (SEND) are supported to access the learning alongside their friends. Teachers and teaching assistants work together to make sure that pupils can focus and flourish as they learn.

Pupils are courageous advocates for change because of the way that leaders have embedded the 'key' of values. Pupils understand that they have a voice in the community and they use it to be part of leading change. This is about more than raising money. They understand the need to support those who are 'doing the right thing'. For example, when Marcus Rashford was campaigning against racism, pupils wrote to him to offer support and affirmation. At a local level the school and church work together as the centre of the community. Pupils work alongside members of the parish church to run the local foodbank.

Religious education (RE) is taught carefully and consistently using a carefully sequenced curriculum. As a result of this pupils show a developing knowledge of world religions and worldviews. They delight in explaining their ideas about the world and they listen sensitively to the ideas of others. Teachers are confident in the way they present key ideas and they ask probing questions to work out what pupils have understood. They quickly identify when pupils are finding things tricky and they act swiftly to address misconceptions. Pupils are encouraged to discuss their ideas and use their knowledge to support or challenge these in debate. Pupils with SEND succeed because teachers think carefully about what the most important thing is they need to know and remember. Teachers use a thorough assessment system to identify where pupils have knowledge and skills and this is used to plan for the next steps in learning. The subject leader has worked hard to establish systems and uses personal research to develop an understanding of the role. Lack of specific training has hampered the sharing of new ideas and support for all staff in their teaching of RE.

The 'key' of relationship enables all members of the community to flourish at St Peter's because they are known as individuals. Strategies for good mental health are taught explicitly and pupils know and remember ways to create balance in their ways of thinking. Staff work hard to get to know their pupils and build strong and appropriate relationships with them. This is mirrored by the way that leaders work with staff and those responsible for governance take time to get to know the leaders. This means that when there are tough



times, the community are able to support each other.

The 'key' of behaviour is given to pupils because of close attention to the behaviour and attendance policies. Pupils know what is expected of them and staff apply the policies consistently. Pupils pay attention in lessons and enjoy playing together during social time. Pupils attendance is good. Adults model positive behaviour and pupils respond to this by treating each other with dignity and respect. When things go wrong, reflection, forgiveness and reconciliation are at the heart of putting situations right.

Collective worship is central to the life of St Peter's. It is planned very carefully so that the values are unpacked in a way that helps those of all religious faiths and none to reflect upon some of the big questions of life. The reflection corners in each classroom develop these themes. They also allow pupils and adults the space to take a moment and focus. As one Year 6 pupil said, 'you can go there and just breathe'. The school enjoys close links with the local parish church and a number of ecumenical partners. This means that pupils are able to experience a range of styles of worship and they delight in listening to the stories of Jesus. Pupils are fully engaged in collective worship, and the 'worship council' meet regularly. However, at present there are very few opportunities for pupils to plan, lead or evaluate worship.

Pupils and adults flourish at St Peter's because they are given the 'keys' to unlock their potential

	The effectiveness of RE is		Good	
	Pupils know and remember the key content because teaching is consistently good. It is reviewed and monitored by leaders at school and trust level. Pupils, including those with SEND and those most disadvantaged, respond positively, learn and progress well. Pupils are supported and challenged appropriately by high-level questioning. Pupil work is of a high standard and reflects the quality of teaching they receive over time. Pupils enjoy RE because of the rich and inspiring opportunities for debate.			
Information				
School	St Peter's Church of England Primary School, Chippenham	Inspection date	24 January 2023	
URN	141274	VC/VA/Academy	Academy	
Diocese/District	Bristol	Pupils on roll	189	
MAT/Federation	DBAT			
Headteacher	Mark Everett			
Chair of Trust Board	Kathleen Holt			
Inspector	Elizabeth Jeanes	No.	981	