

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

| <b>St Mary and St Peter's Church School</b>  |                             |
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| <b>Address</b>   | Copse Lane, Ilton, TA19 9AX |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? |                             |
| <b>Overall grade</b>   | <b>Good</b>                 |
| <b>The impact of collective worship</b>  | <b>Good</b>                 |

| <b>School's vision</b>   |
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| <p>'Together we flourish'.<br/>They should have life, life in all its fullness. John 10:10</p>   |
| <b>Key findings</b>  |
| <ul style="list-style-type: none"> <li>• The Christian vision and values are known well and shared by the school community. It underpins and drives strategic and day to day life at every level. A deep understanding of the vision has led the school to become the centre of the community, enabling pupils and adults to grow and flourish.</li> <li>• The vision of the school with its emphasis on hope and aspiration, has made a significant impact on pupils. They proudly discuss the positive changes they have made in their community. However, they are not as engaged with their role as advocates of change globally.</li> <li>• Relationships between all members of the community are strong. These partnerships fostered by the headteacher, multi academy trust and leaders of the church support and strengthen the school.</li> <li>• Collective Worship is a valued and clear expression of the Christian vision. Pupils appreciate the inclusive and invitational, offering everyone the opportunity to engage, enabling all to flourish. Pupils experience opportunities to explore spirituality however there is no agreed definition across the school.</li> <li>• Religious Education (RE) is a strength. It is well led and consistently taught across the school, developing knowledge, and understanding of major world religions. Assessment of RE is currently verbal and therefore of an informal nature.</li> </ul> |
| <b>Areas for development</b>   |
| <ul style="list-style-type: none"> <li>• Develop and strengthen assessment of RE through a formalised approach, so that leaders and governors systematically and rigorously monitor and evaluate the pupil's progress and impact of RE across the school.</li> <li>• Ensure there is a whole school, consistent definition of spirituality, so that it will allow further spiritual development through more unplanned and planned curriculum opportunities.</li> <li>• Extend opportunities for pupils to think deeply about injustice and global inequality throughout the curriculum, so they may understand how they can influence positive change beyond their community.</li> </ul>  |
| <b>Inspection findings</b>   |
| <p>St Mary and St Peter's is a warm, caring community where pupils and parents are welcomed and supported by every member of the staff team. The headteacher and staff greet and welcome each parent and child at the school gates. Pupils flourish at this caring school whose inclusive approach addresses the needs of all. Staff know each pupil well. Staff describe it as, 'a place where everyone is here for one another'. Pupils behave well and are supportive, inclusive, kind and caring towards one another. Leaders at St Mary and St Peter's have revised and embedded the school vision, ensuring it is the driving force</p>  |

behind the decision making at all levels. As a result of this, pupils and adults in the school and the community flourish. Pupils and parents are proud of their school. They share in the ownership of the school's vision and values and appreciate the support they get from the adults in school. Pupils confidently state that together as a school community, they flourish so they can live a happy life. They are encouraged to take responsibility for themselves and others by applying and interviewing for jobs around school. Pupils understand the relevance of the school Christian values in their own lives, and how the values inspire them to make good choices. A sponsored litter pick to raise money for good causes is an example of such service to others.

School leaders and teachers have developed a curriculum that reflects its community and is driven by the school vision. Decisions around learning have been built from the theology underpinning the vision, ensuring pupils live life to the full. Great care is taken to support pupils with additional needs. In this small school, the provision for learning and emotional and social needs is a strength. Staff are unwavering in their compassion and drive, working to ensure the pupils are 'the best they possibly can be'. Nurture is provided in creative ways, for example through safe spaces, Pepe the penguin, gardening area, outdoor learning area and gardening sessions. Relationships between all members of the community are exceptionally strong and supportive. Parents, pupils, and staff feel listened to and valued because of the positive relationships between all members of the school community. Pupils' behaviour is good because there are high expectations from staff. Attendance is good, because pupils feel safe and enjoy coming to school. Parents talk of the inclusive and supportive nature of the school where pupils are treated as individuals. Pupils explore spirituality through creative and practical activities. The reflection area provides pupils with a space to ponder and be still. However, there is no agreed definition amongst staff.

Partnerships are actively fostered by the headteacher, multi-academy trust and leaders of the church. They support and strengthen the school, enriching the lives of the pupils and the community. Local clergy visit regularly and provide excellent support and guidance which is warmly received by all.

Governors ensure the school serves its local community. They talk passionately and practically about the school's vision and the impact that it has made. There have made bold and strategic decisions around finance. The plans for a community hub for parents and toddlers demonstrate the deep commitment to the school vision. The ethos committee ensures the school's partnerships and development are driven, sustained, and informed by the school's vision.

The moral and social development of pupils in line with the vision is a high priority. Pupils understand and value the role and responsibilities they have when supporting others within the local community. They fundraise throughout the year and participate in local charity events, for example, the Iltonbury festival, which is spoken about with enthusiasm and pride. Here, the whole community come together to celebrate their school, whilst raising money to bring about social action. However, pupils have not yet engaged in social action at a national or global level. They are not clear on the depth of injustice which exists in the world or that their voice can make a difference in the wider world.

Collective worship, whether as a whole school or as individual classes, plays a central part in the life of the school. It is seen by pupils and staff as a time where they come together as one. All members of the school community value collective worship and consider it an important time to learn and reflect. There is a strong culture of prayer in the school. Adults and pupils cherish the time to pray and reflect. Pupils are enthusiastic about opportunities to participate in worship through gathering, prayer and participate enthusiastically in worship and play an active role planning and leading. All confidently discuss their knowledge and understanding of the Lord's Prayer.

Excellent involvement from the local church community supports the school. Many church activities and festivals in the Anglican Church calendar are woven through the year. Pupils enjoy the opportunity to worship and learn in the local church.

Religious education (RE) is exceptionally well-planned and enthusiastically led by the RE lead and reflects the school's vision. It is taught carefully and consistently, matched to pupil's needs, using a curriculum enabling all pupils to flourish. Books reflect the creative, rich, and engaging opportunities pupils have

used to develop their knowledge of world religions and worldviews. However, at present, assessment and monitoring of RE is informal in approach, so leaders and governors are unable to rigorously monitor and evaluate the progress and impact achieved across the school.

The strong support from the community, Diocese, as well as relationships with other local schools, have all been well used in the school's drive to live out fully its vision and shape school policy and plans. A true sense of belonging and looking after one another reverberates through all that the school does. It is seen in the genuine care shown by leaders and staff for each other, parents, pupils, and the community it serves. It is recognised by parents in the dedicated support and inspiration given by the school to their children. And it shines clearly through in the daily life of the school, driven by the determination of leaders that the community of St Mary and St Peter's Church School will all flourish together.

| Information                        |                                      |                 |             |
|------------------------------------|--------------------------------------|-----------------|-------------|
| School                             | St Mary and St Peter's Church School | Inspection date | 16 May 2023 |
| URN                                | 147522                               | Academy         | Academy     |
| Diocese                            | Bath & Wells                         | Pupils on roll  | 33          |
| MAT                                | Bath and Wells Multi Academy Trust   |                 |             |
| Headteacher                        | Mr Connel Boyle                      |                 |             |
| Chair of Governors/<br>Trust Board | Terry Gibson                         |                 |             |
| Inspector                          | Rhian Cockwell                       | No.             |             |