

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Peter's Church of England Academy	
Address	Mountbatten Way, Raunds, Wellingborough, NN9 6PA.
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

School's vision
<p>Our vision is to welcome, nurture and enable all to flourish and develop as unique individuals who share their gifts and talents with each other and the wider world.</p> <p>We provide an environment where pupils are challenged and supported to achieve their full potential guided by Christian values.</p> <p>Let Your Light Shine – Matthew 5:16</p>
Key findings
<ul style="list-style-type: none"> • St Peter's Academy is a welcoming, happy school where the vision is well known and positively impacts on the daily life of all. Pupils, staff and parents are clear about how the vision supports everyone to flourish and 'let their light shine'. However, formal monitoring of the vision is not embedded so its impact is not widely evaluated and celebrated. • There is a shared understanding of spirituality and a clear policy in place to support this. Spontaneous opportunities for spiritual development are capitalised upon. However, experiences for pupils to develop spiritually through the curriculum are not consistently planned for. • Collective worship is well planned with opportunities for it to be inclusive, invitational and inspirational for all. Pupils and staff value collective worship and note its centrality to the life of the school. • Pupils have many opportunities to be courageous advocates through fund raising. As a result, they have an understanding of local issues and an ambition to be positive agents of change. • Pupils enjoy religious education (RE) and understand the value of learning about Christianity and a range of world religions. However, their knowledge and understanding of Christianity as a global faith and other worldviews is less well developed.
Areas for development
<ul style="list-style-type: none"> • Embed formal monitoring practices so that the impact of the vision can be fully evaluated and celebrated. • Ensure opportunities for spiritual development across the curriculum are consistently planned for. • Develop pupils' knowledge and understanding of Christianity as a global world faith alongside other worldviews in RE.

Inspection findings

In line with its vision, St Peter's is a school where all are welcome. Working with the community, leaders have developed and implemented an inclusive Christian vision that is aspirational for all. In partnership with the Nene Education Trust, leaders and governors continuously seek to enhance the school's Christian character for the benefit of everyone. Governors and representatives of the local church know the school well. They use this knowledge to support their ambition. The strong partnership with the Diocese of Peterborough means that staff benefit from professional development opportunities. This has enabled the school's rapid progress in embedding the established vision. Training and expertise from the diocese are utilised by academy leaders to enhance provision. The outworking of the vision is widely seen and articulated across the school. However, more formal systems which enable its impact to be evaluated and celebrated are not developed. The school's values, underpinning its vision, are well known. Pupils know the values help them to 'live better lives'. The vision and associated values of St Peter's are impacting its work with the partner infant school. Consequently, this is a cohesive community.

The vision is thoughtfully woven across the curriculum and pupils flourish as a result. Pupils articulate examples of their success in art, music or maths, attributing this to letting 'their light shine'. A wide range of out of school activities are available to them, including sports, which enthuse them and provide opportunities to develop new skills. They recognise these as areas where they can succeed beyond the curriculum. Parents share their appreciation for extra-curricular provision and also directly link them to the vision. Character and moral development embedded within the curriculum encourages pupils to have high aspirations for themselves and others. Through this, pupils understand that building characteristics such as resilience are important, particularly when circumstances are difficult. Connections to local charities enable pupils to make a difference in their community. Strong links have been established with Wheel Power, for example. Pupils are proud of their work with the local foodbank because they understand that what they do improves the lives of others. However, opportunities to experience courageous advocacy on a more global scale are less well developed. Leaders are aware of this and identify it as an area for development. Many leadership opportunities allow pupils to contribute towards improving their community in an authentic way. The school values the voice of its pupils and acts on it. The opportunities provided are empowering pupils as leaders.

Under the Nene Education Trust's scheme of delegation, governors are committed to their responsibility to uphold the school's vision and ethos. Leaders including the chair of the local committee have secure plans to develop the school's Christian distinctiveness. Revised policies, coupled with leaders' high expectation for pupils, result in a calm and purposeful learning environment. Rare incidents of poor behaviour are swiftly managed. Pupils articulately express the support they receive from adults when needed which enables them to feel safe and enjoy being part of the school community.

Parents have an understanding of the vision and particularly the associated values. This strengthens relationships and builds a strong and united community with a sense of belonging. Parents value the pastoral support they and their children receive. Supporting mental health is a priority for all. Pupils with additional needs or who are vulnerable receive appropriate interventions to enable them to flourish. Pupils are proud of St. Peter's and the achievements they are enabled to make through the vision.

Staff feel supported and appreciated. Open and supportive leadership encourages them to be the best they can be. Opportunities for them shine are provided through training. They share their skills by organising events which reflect their talents and interests. Good practice is promoted through the mutually beneficial partnerships with the Nene Education Trust and partner infant school. Staff are able to develop personally and professionally as a result.

Following the Anglican tradition, collective worship is well planned, allowing everyone to participate with integrity. Worship is central to life in school. All members of the school community appreciate this time of coming together where they reflect on the school's vision. Pupils say 'collective worship

is important so we can be together like Jesus' disciples'. The concept of the Holy Trinity is understood because it is reinforced with the lighting of three candles at the start of worship. Pupils learn about and reflect on key world themes. This includes current and relevant news stories, shared with pupils to support their understanding of social issues. These stories are thoughtfully linked to the Bible and the teachings of Jesus, showing the relevance of Christianity in today's world. Carefully chosen songs and hymns are sung with a sense pride and jubilation, enhancing worship. A range of staff and visitors lead worship enabling pupils and staff to appreciate that Christians worship in different ways. However, pupils understanding of this on a global level is less well developed. Collective worship inspires pupils to live by the school's values and vision. They are provided with the space to pray, think or reflect in collective worship and are therefore able to consider and develop their own beliefs.

In addition to spiritual opportunities provided within worship, the reflection garden is a special place for prayer and reflection. Pupils contribute towards this and other prayer spaces throughout the school by adding their own responses. Spaces within classrooms offer a place for quiet contemplation. However, these are not regularly used. The spirituality policy is having an impact on provision. A clear definition of spirituality is in place, but this is not consistently understood across the school community. Opportunities for spiritual development take place, however they are not routinely planned. Consequently, spiritual moments of awe and wonder are not embedded into the curriculum. The spirituality board enables pupils to contribute their thoughts and reflections on the world around.

Influential world figures such as Greta Thunberg and Martin Luther King are promoted as role models. Pupils understand their contribution to global society and how they can aspire to be like them. This aspect of the school's work is promoted through library texts selected for their diversity. As a result, pupils are developing a respectful understanding of difference.

The coherently planned RE curriculum is diverse and effectively constructed from a number of sources. Big questions for pupils to consider generate much discussion and reflection. Consequently pupils learn to disagree well. The school engages with RE networks within the trust and diocese in order to share good practice. Assessment enables staff to see how well pupils are learning and plan their next steps in learning. Pupils have a growing knowledge, skills and understanding of Christianity and a range of world faiths. However, their understanding of Christianity as a global faith and other worldviews is less well developed. Pupils enjoy learning about world religions and can make thoughtful comparisons between faiths so that they appreciate similarities and differences.

Information			
School	St. Peter's Church of England Academy	Inspection date	29 June 2023
URN	140030	VC/VA/Academy	Academy
Diocese/District	Peterborough	Pupils on roll	220
MAT/Federation	Nene Education Trust		
Headteacher	Mark Currell		
Chair of Governors/ Trust Board	Julie Barke		
Inspector	Ben Hodson	No.	c.21/22