

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Yoxall St Peter's CofE Primary School	
Address	King Street, Yoxall, Burton-on-Trent, DE13 8NF
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>Dream, believe, learn, achieve. Dream and fight for a global community that lives well together. Believe in steadfast character development, hope aspiration and courageous advocacy. Learn how they can develop the wisdom, knowledge and skills they need for life. Achieve in a global society in which dignity and respect can flourish.</p> <p>"And I tell you that you are Peter, and on this rock I will build my church." Matthew 16:18</p>
Key findings
<ul style="list-style-type: none"> • The school is effective in living out its Christian vision through strong relationships. Strong and nurturing staff work very well as a team and older pupils act as role models for their younger peers. • Leaders, staff and pupils can articulate the school vision and its biblical foundation. However, systems for leaders to fully evaluate the effectiveness of St. Peter's as a Church school are not fully in place. • Collective worship is enriched by the very strong relationships with the church. Pupils lead worship in the local church at key times in the Christian calendar. This allows all to reflect on the deeper aspects of life. The planning for further developing spirituality is not yet consistent. • Dedicated and compassionate leadership empowers strong teamwork. Leaders model the importance of the vision to 'Dream, believe, learn and achieve' in all that they do. • Religious education (RE) is effective in enabling pupils to learn about Christianity and world religions. They are able to make informed decisions about their own beliefs.
Areas for development
<ul style="list-style-type: none"> • Review and strengthen the processes for leaders to evaluate of the impact of the vision. This is so that the school continues to effectively live out the vision in all aspects of school life. • Develop a coherent, shared understanding of spiritual development so that there is a consistent approach to the way that it is promoted, enabling spiritual growth. • Further develop and enhance pupils' experiences of social justice, beyond charitable giving, so that they become advocates for change.

Inspection findings

St. Peter's is a welcoming and inclusive school that uses the example of this disciple as the rock for their daily lives. The vision unites the school community and as a result all are working together to ensure pupils flourish. Pupils understand and readily share the vision's biblical underpinning of Jesus command to Peter (Matthew 16:18). Leaders believe that the children are the foundations of the future Church and society, and everyone is encouraged to believe this of themselves. Governors know the school very well and ensure that strategic decisions are in line with the vision. However, processes for evaluating the impact of the vision are not yet in place. This means that leaders are not fully aware of the next steps to take to bring about further improvements.

The school is effective in living out its Christian vision through strong relationships. Staff are well-supported by the multi-academy trust (MAT) and diocese in order to carry out their roles effectively. Training has been provided at all levels and the MAT embraces the school vision to guide the support and challenge that they provide. The church and school relationships are very strong and effective in supporting the flourishing of adults and pupils.

Behaviour and attitudes to learning are good. Positive relationships are central to day-to-day school life. All are being guided to demonstrate forgiveness and reconciliation and everyone is regularly reminded of this in worship. Older pupils are role models to the younger pupils. All play well together at break and lunchtime, including the very youngest members of the school community. Pupils talk about always being kind and how we 'treat others how we want to be treated'. This is recognised as pupils add names to the 'golden book' of kindness where individuals are celebrated as carer of the week. Staff support each other in promoting wellbeing. They have benefited from opportunities for continuing professional development which has impacted positively on their teaching. All are treated with dignity and respect and demonstrate the care for each other as God's children. Parents speak highly of the staff team and commented that 'this school exceeds my expectations.' They know that the staff want the best for their children.

Collective worship plays a central part in the daily life of the school where all are welcomed, included and encouraged to reflect. It is key to helping the pupils understand the vision and apply it in their daily life. The vicar leads worship weekly alongside the headteacher. The church is involved, weekly, in leading an 'open the book' worship which is greatly enjoyed by all. The weekly involvement of the local church community has a very positive impact and ensures that pupils have a good knowledge of Bible stories. Pupils have an age-appropriate understanding of God as Father, Son and Holy Spirit as a result of the teaching in worship. An inclusive approach to school life has resulted in two pupils becoming signing ambassadors. They are teaching the rest of the school sign language. All pupils can sign 'good morning' to each other at the start of worship and they are learning to sign the vision. This came in response to a pupil request to learn sign language having been inspired by worship to make a difference. Merit worship each week is well attended by parents and everyone enjoys celebrating their success together, from both inside and outside of school. The church council enjoy leading worship in church at key times in the Christian calendar, including Harvest, Christmas, Easter and St. Peter's Day. This initiative is being further developed.

Prayer and reflection are part of school life, opportunities for prayer are located in various places around the building. There is a prayer box in the school hall where prayer requests are selected each week, with permission, and shared in acts of worship. This is developing pupils' understanding of spirituality. A prayer chair and bench in the playground, where pupils sit together outdoors, is well used for reflecting at social times. Spirituality is evident in RE

lessons and pupils record this in their books by a candle symbol. However, the planned growth of spirituality is not consistent.

The school aspires to provide a broad and balanced curriculum that prepares pupils for life in an ever-changing world. Parents rightly talk about how happy their children are and how much they enjoy the extra-curricular provision, such as dance and chess. The curriculum allows pupils to ask 'big questions' to develop their own understanding in line with the vision. There are very effective systems in place to support mental wellbeing as part of the curriculum. Pupils engage in social action and support a large number of charities. They have had the opportunity to raise money for charities that are important to them, organising a baking sale, book sale and break the rules day. Pupils make positive choices based on their experiences of the world in which they live. They are inspired to make a difference. However, they are limited in their understanding as to how they themselves can become a force for social justice.

RE has a prominent place within the school. They have created the curriculum based on the local syllabus, reflecting the school vision. It is well led by senior staff. Pupils consider key religious concepts from multiple perspectives, such as comparing religious festivals and answering the 'big questions.' Pupils are generally enthused by RE. They talk about the significance of the last supper for Christians today as part of their studies of Holy Week. A visit to Lichfield Cathedral enhanced their understanding of Christianity in their locality and its place in the world. As a result, pupils speak about different cultures and traditions and how their knowledge of these promotes an understanding, acceptance and respect for others. Pupils are able to make their own life choices and to find their place in the world in the safe and non-judgmental space provided.

Through the daily living out of the vision all can 'Dream, believe, learn and achieve' with St. Peter's school community as their rock to do so. Leaders and staff know every pupil as an individual. The school's leadership is dedicated and compassionate in carrying out their role. St. Peter's is ambitious for every pupil and family in this school community.

Information			
School	Yoxall St Peter's CofE Primary School	Inspection date	15 June 2023
URN	142809	VC/VA/Academy	Academy
Diocese/District	Lichfield	Pupils on roll	129
MAT/Federation	John Taylor MAT		
Acting Headteacher	Mrs Kathy Dingle		
Chair of Governors	Mrs Zoe Roberts		
Inspector	Sara Goddard	No.	976