



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Petersfield Church of England VA Primary School	
Address	Hurdleditch Road, Orwell, Royston, SG8 5QG
School vision	
<p>God teaches us we are all equal, valued and unique.</p> <p>We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. Our vision is based on the Bible verse John 10:10 ‘I have come that they may have life and have it to the full’.</p> <p>Values: Love, Trust, Peace, Friendship and Creativity</p>	
School strengths	
<ul style="list-style-type: none"> • The school is confident and courageous in living out its Christian vision for all to live life to the full. Leaders, including governors, make bold decisions which ensure its impact is felt. • Committed leaders, including governors and staff know and understand the community the school serves. They work to ensure that pupils and their families are nurtured and supported. Links between the church, community and school are strong and mutually beneficial. • The inclusive curriculum is designed so that all pupils can access learning. Pupils with additional needs, or who are vulnerable, receive bespoke support which enables them to flourish. • Religious education (RE) is tailored to the needs of pupils and the context of the community. As a result, pupils enjoy learning about a range of world religions and worldviews, including Christianity. This teaches them to respect and value the views of others. • Collective worship is an important element of school life. Worship leaders, including pupils, use it to promote the vision and values. This also develops pupils' and adults' spirituality and own worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Embed work on developing spirituality so that pupils and adults can articulate their ideas and beliefs consistently. • Embed religious literacy as a tool to support the retrieval of knowledge in RE. Also, to further enable pupils to build on prior knowledge. • Re-establish collaborative leadership of RE and collective worship as part of the school's leadership development plans. This to secure greater continuity and sustainability through shared subject leadership. 	
Inspection findings	
<p>Petersfield’s Christian vision was carefully chosen to be inclusive and reflect the community the school serves. Based on the Bible verse John 10:10, the aspiration to live life to the full can apply to all. Everyone can ‘take something from it’ and be encouraged to make the most of all opportunities</p>	

offered. As a result, parents of all faiths or none are comfortable to send their children to the school. They know they will be encouraged to be their best. Some families choose to attend the school from beyond the catchment area. This is because of its reputation as a loving, nurturing place for their children to learn. The vision is underpinned by values which pupils know well and demonstrate in their attitudes and conduct. Parents attribute their children's positive behaviour to the influence of the values.

The vision is applied to all school activities. Leaders ask 'how will this help pupils and their families to live life to the full?' when considering any actions. Decisions are carefully considered and made based on what positive impact they will have on pupils, staff and the whole community. Governors make bold financial choices, prioritising provision for mental health, for example. Mindful of the Petersfield's position as a small, rural school, staff are outward facing. They actively seek out ways to expand pupil's experiences at every opportunity. Governors know the school well, and work with leaders to secure a nurturing environment where adults and pupils can thrive. They monitor the impact of the vision and make changes as a result. Adult well-being is key. Staff feel valued as part of a mutually supportive team. They are encouraged to live their professional lives to the full. Ongoing training supports their development. Thorough induction procedures, including working in a church school, enable new staff to feel welcomed. Policies reflect the vision and values. For example, the behaviour policy is based on reconciliation and forgiveness.

Strong and positive relationships ensure that pupils feel safe in school. They are confident that adults will help them if needed.

Pupils are nurtured by staff as unique and valued members of the school community. The inclusive curriculum is designed to reflect this. It links to the vision of a 'rich and diverse education' where all pupils can be successful learners. Trips and visits enhance classroom learning and provide opportunities to explore different places and ideas. Pupils with additional needs, or who are vulnerable, receive bespoke support. Leaders recognise, however, that pupil needs will change periodically. They are ready to provide support and resources in a timely manner where and when needed. Skilled staff work intensively, but sensitively, with pupils and their families to remove barriers to attending school or learning. The many opportunities to extend learning through extra-curricular clubs motivate and inspire pupils to develop themselves by trying new things.

Opportunities for spiritual development are planned into the curriculum. Pupils consider big questions through the 'windows, mirrors and doors' approach. They look through the 'window' to consider a situation or aspect of life. After reflecting on what it means to them using a 'mirror,' they walk through the 'door' with a new appreciation. Although some pupils can describe this process, their understanding of its purpose is not consistent. They talk about experiences which have provided 'awe and wonder' for them and know that this can change how they think about something.

Collective worship is an important part of school life. All are clear that it is inclusive and invitational, providing a safe space where they can think, reflect or pray. It inspires them to 'do things differently' and develop their own worldviews. Regardless of their beliefs, spending time together enhances their spiritual development, providing a sense of fellowship and shared purpose. Through Bible stories, they learn from the teachings of Jesus, and how this applies to their daily lives. The vision and values are promoted through collective worship, adding to an understanding of their meaning and importance. This contributes to a community rich in love and friendship. Worship is led by Anglican clergy and ministers from other Christian denominations, enabling pupils to experience a range of worship styles. Pupils are proud to be worship leaders, as it gives them a sense of responsibility towards their peers. Relationships with the local church are strong. All enjoy attending special services at key points in the church year, such as harvest. Parents look forward to joining their children on these occasions, and to feel part of the church community. Clergy ensure that being

in the church building is a spiritual experience. It prompts all to reflect and understand their value and uniqueness.

Pupil voice is strong. In line with vision, leaders encourage pupils to take an active role in school life and become agents for positive change. School councillors know their suggestions will be taken seriously and acted on to make the school a better place for everyone. Eco councillors aspire for all on the planet to 'live life to the full' by encouraging stewardship of God's world. They take part in direct social actions such as leading litter picking groups. Links with an African school provide a global perspective of how pupils can impact positively on the lives of others.

Governors and leaders carefully considered the Church of England Statement of Entitlement when designing the RE curriculum. This is so it is broad and balanced, tailored to the needs of pupils and reflects the context of the community. Monitoring of RE and collective worship leads to developments in practice and continued improvement. Through the 'Emmanuel Project' resources, pupils enjoy creative ways of learning, such as through drama. As a result, they develop knowledge, skills and understanding of a range of world religions and worldviews. This leads to respect for difference and diversity and the beliefs of others. As part of the school's work on oracy, religious literacy is included as part of the RE curriculum. This is to ensure that learning is retained over time, ensuring that pupils make at least age-related progress. Following the appointment of new staff, leaders are working towards collaborative, shared subject leadership of RE. This is to ensure that standards remain consistently high and there is continuity of approach. Clergy and members of the congregation enhance RE provision through regular 'REActive' sessions (a resource based on Bible teachings) held in church. Support from Ely diocesan training means that staff skills and knowledge are kept up to date. The headteacher is part of the Cambridgeshire Standing Advisory Council on Religions Education (SACRE) group, so that national thinking and developments in RE are considered.

The inspection findings indicate that Petersfield Church of England Aided Primary School is living up to its foundation as a Church school.

Information			
Inspection date	28 September 2023	URN	110836
VC/VA/Academy	Voluntary aided	Pupils on roll	122
Diocese	Ely		
MAT/Federation			
Co-headteacher	Laura Penrose		
Chair	Linda Meredith and Jane Johnson		
Inspector	Rachel Beeson	No.	952