

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Junior School, Tavistock	
Address	School Close, Greenlands, Tavistock, PL19 9HW

School vision
<p style="text-align: center;">Dream : Achieve : Inspire</p> <p>The theology we draw our vision from is John 10:10 to enable us to 'live life in all its fullness'. In unpacking this with our children we have focused on the words Dream, Achieve, Inspire. It reflects the school's context very effectively. The three words were inspired by a prayer 'Disturb Us, Lord', accredited to Sir Francis Drake who lived in the locality: Dream - we encourage children to broaden their horizons, be brave and take risks. Achieve - focuses on doing our best and enabling others to do the same. Inspire - focuses on making good choices about how we live, for example by drawing on the teachings of Jesus, and encouraging others to be the best they can be. Our vision for our schools was updated in 2019 in order to further encapsulate all that we hope for our children. It is supported by our Christian values and together these provide a foundation of Christian expectation which can be witnessed through all we do.</p>
School strengths
<ul style="list-style-type: none"> • The vision is at the heart of this community, pupils articulate a significant understanding of its importance and where it makes a difference for them. It creates a loving family, where all are valued and show one another a high degree of dignity and respect. • The importance of spirituality is rising rapidly, where it permeates and shapes pupils' thinking and actions. Pupils become reflective thinkers, curious to learn, enabling each to fulfil the vision. • Enthusiastic religious education (RE) leaders introduce new approaches enhancing the impact the subject makes. 'Big questions' challenge and deepen pupils' thinking, whilst teaching and learning is at least good with examples of high-quality practice. • The vision inspires leaders to provide effective support to nurture pupils' diverse needs. Staff reach out to families, walking alongside them through challenging times, making a significant difference. • Leaders give clear direction to improvements in this Church school, shaped by its vision, creating a dedicated staff team. The trust provides substantial support, effectively enriching through sharing best practice.
Areas for development
<ul style="list-style-type: none"> • Deepen pupils' understanding of injustice and develop the skills they need to become independent agents for change, both locally and globally. • Enable pupils to take a greater role in planning and leading collective worship, so they develop greater ownership and contribute to evaluations and lead improvements. • Refine approaches to assessment in RE so that pupils' progress can be readily monitored leading to further support for vulnerable pupils so they can flourish.

Inspection findings

The vision of 'Dream, Achieve and Inspire' summarises the school's high ambitions for everyone. Leaders draw upon the image of the Good Shepherd who goes beyond expectations to show love. The shepherd brings them to a safe place, so they can flourish. Pupils articulate that they see the vision lived out each day. They explain how they are encouraged to dream, widen their horizons and become 'brave' learners. This enables pupils to be the best they can be. Pupils see themselves as shepherds who inspire others to flourish. There is a real sense of love being at the centre of this community. This creates a culture of collaboration, seeing everyone as being special. The impact the vision makes is enhanced by exploring Christian values. Pupils of all faiths recognise how these shape their thinking. Staff identify where values are influential across learning experiences, so pupils understand the diverse areas where they make a difference. Leaders ensure the vision is relevant and effectively addresses the needs of the community. They use the vision to give clear strategic direction and shape improvements. It drives leaders to enhance the provision for meeting diverse needs. Leaders have a secure understanding of the theological principles underpinning the vision. A dedicated, cohesive staff team perceive their role as living out the vision. This enables all to see the difference it makes. Staff feel valued, where talents are recognised, so they flourish and take up further leadership responsibilities. Astute and rigorous evaluations by leaders led to spirituality being a focus for improvement. Whilst governors are enthusiastic their role is being refined so they can evaluate the impact the vision makes for the work of a Church school.

Leaders see their role as following God's example of loving all. They provide a safe space and additional care so individual barriers to learning are recognised and addressed. The vision enthuses staff to reach out to families facing difficulties. They walk alongside them with practical help, offering strategies which support them. This nurture often goes beyond the expectations of the community. Leaders make bold decisions to draw on expertise from beyond the trust to raise staff knowledge. This enables the early identification of specific needs and a range of interventions put in place. Developing pupils' communication skills is seen as a priority. This project raises pupils' confidence to share ideas. Social and emotional wellbeing is a high priority. Pupils are nurtured to recognise their feelings, agreeing individual approaches which effectively enable them to be calm. This enhances pupils' attitudes to learning and to one another, transforming and changing expectations. The initiative in spirituality supports pupils to manage behaviour. Pupils are encouraged to reflect on their actions developing awareness of how these influence feelings. This gives pupils a language to use to make amends and move on together. All pupils realise the importance of mental health, aware of approaches to use which support them if they are anxious.

The vision inspires leaders to see it as their role to enable each to be the best person they can be. They create learning experiences which stimulate a love of learning, so pupils can discover and grow their talents. A culture of aspiration is central to this where staff have high ambitions for pupils. The vision and the Christian value of perseverance, creates a language all use. Success is widely celebrated, growing pupils' self-belief. Spirituality now plays a major role across the school, where it permeates daily life. It enriches pupils' awareness of themselves and that they are special. Pupils become reflective and curious learners. This project continues to grow, but elements of it are already being shared across the trust. Pupils have a thoughtful awareness of diversity. Residential to London deepen knowledge of various cultures. Literature books promote thoughtful discussions about disability, mental health and stereotypes, extending understanding. Pupils have some awareness of injustice and taking care of God's world, seeking to reduce pollution. They take action to support some charities, for instance raising awareness of the Little Princess Trust. However, pupils' appreciation of being agents for change is not fully developed.

Leaders draw upon Jesus' example of how all can live together well to fulfil the vision. Pupils recognise how relationships are shaped by this. As a result, there is a distinct sense of being part of a

loving family. Pupils treat one another with a high level of dignity and respect and live out the vision.

The trust's vision of communities flourishing is lived out through their substantial work with the school. They enhance initiatives, sharing high-quality practice, notably in RE. Staff development is a priority enabling them to thrive. The trust makes a major commitment to enriching Church school flourishing in partnership with the diocese.

Collective worship holds a prominent place in the life of the school, where messages are considered throughout the day. It enables Christian values to be progressively explored, so pupils see what the vision looks like. Collective worship is inclusive and allows pupils to contribute with integrity. It inspires them, so they reflect on their actions and how they might respond. At present, pupils have limited opportunities to plan and lead worship. A thoughtful understanding of prayer is shown, either sharing ideas with God, or a valuable time to be calm. Planning is appropriate but being improved so that staff are aware of themes to be developed. Singing is an exciting aspect of worship, where a choir contribute enthusiastically. The local church enriches worship with a variety of styles, including an Open the Book team who bring Bible stories to life. Festivals and the Eucharist are celebrated in church, so pupils appreciate their significance for Christians. Pupils talk with increasing maturity about spirituality where they have a growing awareness.

RE leaders are enthusiastic, ensuring it has a high profile with ongoing initiatives to raise its impact. Specific religious vocabulary is identified for each unit of work, enabling pupils to make connections between new ideas. Debates about 'big questions', supported by astute staff questioning nurtures pupils to think at a deeper level. Pupils are confident to verbalise ideas, learn from others, shaping their beliefs. Elements from theology, philosophy and the human sciences are effectively woven in, so they explore various viewpoints. Extension questions provide further challenges which are readily undertaken. Staff knowledge of worldviews is growing significantly, enabling pupils to talk thoughtfully about these and how faith shapes actions. Pupils' understanding of core religious concepts and Christianity as a living faith is growing. They articulate that they find RE valuable, as it stimulates their thinking.

Well-focused training grows staff knowledge and skills in RE. This leads to teaching and learning being good, with examples of high-quality practice. The priority of RE is reflected in the pride and interest pupils show in their learning. Pupils make good progress, where more are beginning to work at a higher level. Leaders are refining approaches to assessment so that pupils' knowledge can be securely tracked.

The inspection findings indicate that St. Peter's Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	6 December 2023	URN	142045
VC/VA/Academy	Academy	Pupils on roll	119
Diocese	Exeter		
MAT/Federation	St Christopher's		
Headteacher	Suzy Dyter		
Chair	Catherine Stoate and Emma Rawlins		
Inspector	David Hatrey	No.	844

