

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

## St. Peter's Church of England Primary Academy

### Vision

“Whatever you do; work at it with all your heart.” Colossians 3:23

St. Peter's Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

### Strengths

- The school's biblically underpinned Christian vision is driven by the needs of its community. It feeds, supports and enhances the work of the school. As a result, the highly effective vision is relevant and entirely appropriate to the children and staff.
- There is a tangible sense of care in all relationships. The open culture enables both staff and children to share joys as well as worries, and to help each other. Staff feel extremely well supported by the senior leadership team.
- The school works relentlessly on provision for vulnerable children. This is particularly evident in the range of agencies whose services they use. There is a highly inclusive culture where barriers are removed, so that children thrive and succeed.
- The religious education (RE) curriculum is very well led. It has breadth and depth and it has been thoughtfully sequenced. The teaching of RE is very strong. RE has a high profile across the school and has a significant impact on children's thinking and personal development.
- Children have a real sense of fairness and justice. The diversity of the school community is celebrated and valued. Children take their various responsibilities very seriously. There is positive impact through the school vision and values, in particular the values of community and respect.

### Development Points

- Enhance children's opportunities to explore spirituality across the wider curriculum so that they can deepen their personal spiritual awareness and language.
- Sharpen the focus of governor monitoring in RE and collective worship so that it helps school leaders in developing these areas further.



## Inspection Findings

St. Peter's Christian vision, enhanced by the biblically rooted values of community, aspiration, wisdom and respect, is woven through the life of this school. Senior leaders inspire staff to live it out in their work. Subsequently, staff inspire children to live it out in their learning. Children at St. Peter's talk with affection about being 'like the fish' in St. Peter's net. They recognise that Peter persevered to catch fish and that they too can work with all their hearts to succeed. The unique context of this brand new school, opened by the trust in 2018, has driven the evolution of the vision over time. Senior leaders have responded positively to the changing nature of the local community. They work closely with governors and representatives from the Diocese of Salisbury Academy Trust (DSAT). They ensure that the needs of the school are central to the vision. As a result, the vision is expressed in such a way that it permeates the daily life of the school. Staff, children and their families are proud to belong to this Church school community.

The senior leadership team are fully in tune with the needs of the school and the new community it serves. They feel privileged to be able to establish St. Peter's as a community hub. Their decision to put strong relationships at the centre of the vision has been fruitful. There is a real sense of identify and belonging amongst staff and children. Staff speak with gratitude about how they have been enabled to flourish, in particular through a well-established approach to peer coaching. School leaders and the wider staff team show care and compassion for each other on a personal level. They remove barriers for children and provide a range of pastoral support to help children thrive. The vision drives the work of staff.

The vision of the school is in tune with that of DSAT, who know the school very well. School leaders engage well with the training they offer. The trust and governors are proud of their school. Governors talk with knowledge about what makes it a special place. They understand the central place of the vision statement; however, governor monitoring of RE and collective worship is not strong enough.

Leaders have created a curriculum which promotes aspiration and wisdom. It has been crafted with careful consideration of the school's context. Children understand how their curriculum links to the school values. For example, they describe how the 'house games' contribute to the value of community. They cherish the joy these events bring, particularly the opportunity to build relationships with children in other year groups. Children are taught how to live well together. They show pride in the diversity of their community. One child expressed this beautifully, saying 'We don't care about skin colour. The school takes everyone in. I am treated equally and we celebrate other people.'

Staff and children reflect on spiritual moments, for example talking about and celebrating 'what makes their souls sing.' This relatively new approach has taken flight quickly because it resonates with children and staff. However, it does not have depth or consistency in enabling children to reflect beyond what makes them happy and proud. Planned opportunities for self-reflection, as well as incidental opportunities for spiritual development, are evident in collective worship and religious education (RE). However, spiritual development is not intentionally planned for in the wider curriculum.

Children flourish in their personal development through a range of rich opportunities. They grow in confidence, respect and compassion. One of the younger children was able to express this clearly, saying that 'everyone always picks each other up if they're having a hard time.' Children speak out about their mental health and share their worries. They support and advise each other in finding ways through.

Guided by the Christian vision, the senior team and Church school flourishing lead expertly encourage children to explore issues which matter to them. As a result, there is a culture where children are keen to raise awareness and take action to make things better. Children have a strong sense of justice and responsibility. School initiatives draw parents into discussions with their children about topical issues. For example, displaying flags of different countries on the playground to stimulate conversation. Children know that discrimination is still going on in the world and that not everyone experiences equality.



Children value collective worship and it helps their spiritual development. They see it as a time where they can come together as a school community. This helps them build relationships and reflect on the school's vision and values. They find worship time helpful in identifying how they can use the school's values in their own lives. The Church school flourishing lead has integrated talk and self-reflection into the regular pattern of worship. As a result, children are active participants in worship activities and make personal responses to worship themes. Children learn from key biblical figures in worship time. They are able to talk about how biblical characters lived out the school values. For example, how Esther showed the value of community and stood up for what she believed in. Prayer has a special place in the life of the school. Children are taught age-appropriate prayer structures and use these to respond to topics by creating their own prayers. Their prayers have depth and show compassion. The youngest children know the school prayer and recognise that it inspires them to 'share their love and feelings.' Children make use of classroom worship areas to reflect on issues raised in worship time. This enhances their spiritual growth.

The leadership of RE is a strength. The RE leader engages well with comprehensive training from DSAT and ensures that teachers also benefit from this expertise. Consequently, RE has a high profile across the school. Time and energy have been devoted to reviewing long term plans. The curriculum is appropriately sequenced and has both breadth and depth across a range of religions and world views.

RE assessment tasks are expertly crafted and allow children to demonstrate the depth of their knowledge and understanding. Children for whom writing may be a barrier are enabled to shine in RE. This is because a wide variety of strategies are used to capture their responses, such as drawing or the effective use of technology. The teaching of RE is very strong. Children's attitudes to the subject are positive and they are learning well. Staff, led by the RE leader, have identified essential knowledge for each unit, and a consistent approach to RE teaching. This has resulted in children being able to recall accurate facts about different religions. The curriculum recaps and builds on what has been taught before. As a result, children's knowledge and understanding develops smoothly and securely over time.

## Information

Address	St. Peter's CE Primary Academy Xanten Way, Salisbury, SP2 9FL		
Date	16 <sup>th</sup> January 2025	URN	145166
Type of school	Voluntary Aided	No. of pupils	321
Diocese	Salisbury		
Headteacher	Executive Headteacher: Ollie Martindale Head of School: Harriet Morris		
Chair of Governors	Richard Day		
Inspector	Hannah Inglis		