

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

### St Peter's Church of England Voluntary Controlled Academy

Kneeton Road, East Bridgford, Nottinghamshire, NG13 8PG

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Southwell and Nottingham</b>
Previous SIAMS inspection grade	Outstanding
Date of Academy conversion	February 2013
Name of multi-academy Trust	Aspire Multi-Academy Trust
Date of inspection	9 November 2017
Date of last inspection	4 December 2012
Type of school and unique reference number	Primary 140591
Headteacher	Richard Tomlinson
Inspector's name and number	David Shannon 617

#### School context

St Peter's is a thriving and vibrant primary school, set in a rural village close to Bingham. There are 269 pupils on roll, the majority being of White British heritage. The proportion of children with special educational needs/disability is small, as is the number of pupils eligible for free school meals. There are close ties with St Peter's church, and developing links with the Methodist church, both within walking distance. The present headteacher has worked at the school for 6 years and was appointed headteacher in September 2017. The school is one of five primary academies in the Aspire Multi Academy Trust.

#### The distinctiveness and effectiveness of St Peter's as a Church of England school are outstanding.

- The values of the school are recognised as Christian by all pupils. Pupils connect 'take care, aspire, integrity, work hard and be proud' with scripture passages from which they emanate and display them in their daily lives.
- Strong positive relationships at every level are a strength of the school, which empowers its members to see the potential of every person as made in God's image.
- The professional and highly motivated headteacher promotes an enthusiastic approach to all learning, achieving outstanding progress for every pupil
- Pupils participate with great enthusiasm in well organised collective worship, contributing to the preparing, planning, and the evaluation so that they feel shared ownership.

#### Areas to improve

- Develop the links with the Anglican and Methodist churches, so that St Peter's pupils take a central role in their local worshipping community.
- Revise current policies on collective worship and Christian distinctiveness, so that they provide a clear guide to how these vital areas of school life are central to the profound personal development in each pupil.

#### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values are clearly evident in every aspect of this outstanding church school. They are prominently displayed in every classroom, so that all children know and observe the 'high five' values, and their biblical links. They drive forward all the work of the school. These values ensure that the academic progress of children of all

abilities, measured by end of key stage data, far outstretches national expectations. All pupils, including those attracting Pupil Premium support, achieve progress scores well above national averages. Consequently pupils display confidence, enthusiasm for in-depth learning and an exceptionally positive maturity in their approach. Every pupil is recognised as a unique and special gift from God, so that relationships are a strength of the school. One mother explained how the Christian distinctiveness of St Peter's had transformed her daughter into a confident, outgoing learner, determined to make the most of God-given talents. Pupils take delight in positive comments, but enjoy equally affirming the success of others. The 'integrity' awards are much sought. They are awarded after nominations not only from in school, but also after nominations from community individuals and organisations. Award letters for parents/carers are handed out in 'Together in achievement' Friday worship. Pupils take important roles as pupil parliamentarians, sports ambassadors, and playtime helpers called the 'rock steady crew', after St. Peter, the rock. Some are book club leaders; others take charge of younger pupils. Many older pupils help with 'family service' where they look after younger pupils at lunchtimes. As a result there are myriad opportunities for pupils to display Christian values, aiming at following the example of Jesus. A further result is that pupils' attendance is excellent. They feel they are missing out if not at school. Pupils have many opportunities for educational outings and residential visits, so that they experience aspects of God's creation through carefully organised trips to Derbyshire, Yorkshire and activity centres. From these visits, and from their deeper thinking, pupils have a clear view of the need to care for creation, to preserve its awe and wonder. The school's Christian distinctiveness contributes strongly to the spiritual, moral, social and cultural (SMSC) learning of every pupil. All pupils can articulate how learning in SMSC has identified needs which they have sought to meet, as part of their Christian duty. Examples include raising money for NSPCC, the Friary, Children in Need and Operation Christmas child. These days are Take Care days, firmly reinforcing the five key values. Excellent religious education (RE) follows the agreed syllabus, with lessons on Christianity drawing heavily on the Understanding Christianity resources. Learning enables pupils to make informed decisions concerning their health, welfare and happiness. The pupil parliament can readily describe the importance of a balance of food and nutrition, and explain how they had advised the school leaders as to their preferences. One commented, 'Healthy bodies assist you in being the best you can be.' All recognise the importance of forgiveness and reconciliation, so that disputes are rare and bullying of any kind extremely rare. The RE curriculum emphasises the richness of Christian faith communities and also teaches about the major world religions of Judaism, Islam, Buddhism and Hinduism. There is a focus on accepting difference, particularly applied to ways of worship, with all pupils able to explain both similarities and differences between Christians and followers of Islam. Pupils learn about customs and festivals in other faiths, so that they are well prepared for the cultural differences in modern Britain. Pupils are aware of their role as global citizens with Christian brothers and sisters in every continent. Immense amounts of good but outgrown uniform were donated to a school in Africa, so the take care value is seen to apply internationally. RE is taught in an engaging and dynamic way, encouraging an appreciation of both symbols and reflection, enabling pupils to pose and answer high level questions. Both at class and individual pupil level, reflective logs show how learning enhances attitudes and actions. Year 2 are challenged by who God is to them, and how they should respond to His creation, inviting deep personal reflection. Pupils in Y6 had understood the story of the houses built on rock and sand, and could apply their learning to their own need for sound foundations in life. They produce stimulating responses to the question, 'What is it like to be wise?' St. Peter's is an outstanding church school because it nurtures the God given talents of each child, but 'goes beyond educational expectation' to draw out potential.

### **The impact of collective worship on the school community is outstanding**

All pupils are thoroughly engaged throughout acts of Christian worship, so that they show respect, participate readily, and reflect thoughtfully. The headteacher leads a relevant and effective programme, which explains the school values in the light of the life and teachings of Jesus. For example, when integrity awards are made, the headteacher carefully relates pupil's good conduct to examples from Jesus' life. All pupils know their Bible stories and can differentiate New Testament from Old. They can tell the stories of Adam and Eve, David and Goliath, Daniel and the lions, and can explain how their example affects pupil behaviour. They understand both the humanity and divinity of Jesus, and can give examples of miracles and parables. Both drama and dance are used within worship to bring Jesus' stories alive for a modern age. Pupils know the story of St Peter, the four patron saints of the United Kingdom and modern saints such as Oscar Romero. Pupils appreciate the impact of each saint's example in their daily lives. Jesus' special significance to Christians is recognised. In addition to regular pupil participation, worship is led by the staff, or visitors from the local Anglican, Methodist or evangelical churches. Consequently pupils experience the diversity of Christian worship. Informal evaluation is carried out by the head and the RE coordinator, involving pupil response and some input from foundation governors. This evaluation informs future worship, such as inviting Footprints theatre company to lead a worship day on the Jesse Tree. The monthly storyteller worship is enthusiastically received, encouraging pupils to read the Bible story for themselves. These services are followed up informally in the Bible Explorers Club, by the children and young people's worker from the Methodist church, who fund him, and St Peter's church. Pupils are comfortable with leading worship and the pupil

parliament plans, prepares and evaluates pupil led worship. Pupils welcome the opportunity to attend St. Peter's Church and can describe the parts of the church and what they symbolise. Parental involvement in worship includes harvest, reception welcome and the leavers' service. The priest-in-charge is willing to expand use of St Peter's Church as a resource for RE and SMSC studies, so that pupils might feel that they could attend other occasions with their families. Older pupils have a clear understanding of the various types of service, contrasting the Eucharist with a baptismal or confirmation service. They are able to describe the Trinity, and how God's spirit might work through them. All pupils understand the centrality of prayer in Christian worship, and are used to making prayer requests or writing prayers, some of which are displayed in the reflection areas of each classroom. These reflection areas have a positive impact on pupils' spiritual development, as prayers are thoughtful and varied. All pupils write their own prayers in a personal log, which adults see only with their permission, thus emphasising the privacy of personal time with God. Pupils pray irrespective of whether or not they come from a church background, and many encourage their parents to pray with them at home. Singing is recognised as a great contributor to worship. Pupils sing both in worship and in social activities, enabling the school to project its profile into its community. Pupils can name a favourite Christian song, and explain its impact upon their own pilgrimage though life. Some Y6 pupils attend Southwell Minster, their cathedral church, for a 'Living well together' day conference, which prompts them to think of healing society's divisions. Some pupils visit the Methodist church for 'messy church', in addition to school worship, and are made most welcome by a foundation governor and helpers from the village community.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The dedication, professionalism and Christian commitment of the new headteacher has sustained significant development of the school's Christian distinctiveness since the last inspection. Leaders actively promote Christian values, which are understood by the whole school community and ensure children feel both loved and safe in school. The pupil parliament contributes to school improvement, with pupils sharing responsibility for distinctiveness, so that they feel joint owners of their ethos. All staff share leadership of RE and worship, and are being well prepared to take up leadership roles, in time, themselves. The school is benefitting noticeably from the Aspire Multi-academy Trust, which is run by primary schools for primary schools. Consequently there are plenty of opportunities for staff to engage with colleagues in the four other schools, and this sharing of ideas has a clear benefit for all concerned. The Trust shares the aim to achieve 'life in all its fullness' to fulfil Jesus promise for each child of God. The school have met the action points suggested by the last inspection, and now are building on this foundation. School leaders and staff have an excellent rapport with parents, who share a sense of purpose with the school whether they are church-going families or not. The school leaders' dedication to inclusivity is admired, and shared at all levels. As one mother said, 'Although slow to learn to read, he is now confident in reading with his class in the Christmas service'. Another mother said, 'The head and class teacher enabled one pupil to tell others of a serious illness, and the whole school raised money for a related charity'. The governors are very supportive of the school, and have clear procedures for monitoring and evaluating the Christian distinctiveness of the school. They find some of their existing policies over-long and repetitive, and are working with the new headteacher to ensure these identify the core purpose succinctly and with clarity. The governors have both experience and excellent community links, so they root the church school firmly in its community. They are enthusiastic at the idea of increased use of St Peter's church, both for worship and as a support resource for RE. Governors receive support from the diocese. Examples include for developing Christian values in school and in running a course for a new governor on understanding Christian distinctiveness. Thus every adult at St Peter's shares the school's pledge of 'Being the best we can be'. This school fully meets the statutory requirements for RE and collective worship and is fully integrated with its community, which values and supports its work in equal measure.

SIAMS report November 2017 St Peter's CE VC Academy, East Bridgford, Nottinghamshire, NG13 8PG