

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

St Peter's Church of England Primary School			
Address	Mill Road, Gringley-on-the-Hill, Doncaster, South Yorkshire. DN10 4QT		
Date of inspection	30 January 2020	Status of school	Voluntary aided
Diocese	Southwell and Nottingham	URN	122802

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

St Peter's is a primary school with 91 pupils on roll and 11 part time pupils in Nursery. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Two teachers and one teaching assistant in this small primary school were appointed in September 2019. The Religious Education (RE) leader also began her role in September. There are major building works in progress.

### The school's Christian vision

Unlocking the gates to a lifelong love of learning and faithfulness

The growth of our community is central to everything we do. We aim to serve and 'take care', inspiring everyone to be their best self; through distinctive Christian beliefs and values, embracing diversity, respecting other faiths and worshipping together.

*Start children off in the way they should go and even when they are old they will not turn from it. Proverbs 22: 6*

### Key findings

- St Peter's lives out its Christian vision to serve and take care of everyone. Relationships are strong and enable pupils and adults to flourish. Monitoring of the impact of the vision is at an early stage.
- Leadership is inspiring and partnerships with the community and church enrich opportunities for all.
- The school's vision to respect other faiths is seen through a rich curriculum and a variety of visits and visitors. Global Christianity, however, is less understood.
- Collective worship is highly valued as absolutely central to school life. Pupils and adults talk with great enthusiasm about prayer and worship and how it influences their own lives within and beyond school.
- The new RE coordinator is dynamic. Pupils value the opportunities that RE gives them to explore their own views and different opinions. They are less able to articulate how they can make progress in this subject. Assessment systems have recently been reviewed so that the impact cannot be fully evaluated.

### Areas for development

- Further develop the ways in which the school's vision and current thinking in Church school education shape the development of plans and policies. This is so that all the new initiatives can be embedded and sustained.
- Deepen pupils' experience of the worldwide Christian faith to extend their understanding of diversity.
- Develop more effective strategies for monitoring progress in RE to ensure accurate challenge and support for pupils.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

St Peter's is very proud of its vision and values which infuse everything that happens in school. Biblically underpinned by Proverbs and inspiring everyone to be a unique individual, the vision is articulated by all with passion. Practical illustrations abound in an environment where 'everyone supports each other'. The BE (beyond expectations) attitudes to be kind, trustworthy, positive, respectful, courageous, forgiving and yourself underpin the vision, behaviour and curriculum. Pupils are looked after in 'a family atmosphere' because staff show 'genuine care' and go the extra mile. Governors are very committed to the school and there is evidence of strong leadership since the headteacher's appointment four years ago. The school's spiritual development has been enhanced by initiatives introduced by the new RE lead. This is seen by governors as a 'breath of new life'. A number of policies have not been reviewed to show an awareness of current thinking in Church school education.

The vision shapes the rich curriculum. Children have wide and enriching experiences from dance festivals to modern slavery conferences. Extracurricular clubs, including those run by community volunteers for ukulele and choir, contribute to everyone being their best self. Every child is known personally and academically by staff. Progress is above national expectations for those who are disadvantaged. The team are exceptional in their determination to ensure no one fails. There is a consistent message that everyone is 'unlocking the gates to a lifelong love of learning and faithfulness'. Opportunities to develop spiritually are a significant strength in school. Pupils speak openly about their 'fun learning' which makes them think. Their letters to God and art work associated with this are thought provoking and moving. One child asks for 'peace forever'.

The vision drives a culture where children and adults aspire to the best they can be. Weekly awards for integrity, 'take care' work and 'beyond expectations' emphasise how the school community values these qualities. Resilience is being developed through new initiatives and the pupil 'Take 5' ambassadors can explain the calming impact seen. Relationships are strong. Staff members, including those new to the school, feel supported professionally and personally. This is because leaders ensure that staff are given time to develop in their roles. Parents speak confidently about the vision and are aware that 'being yourself shines through incredibly'. Pupils can explain that staff are 'always there to support you.' Children associate the concept of forgiveness with Jesus' example in forgiving Peter when he denied knowing him. Despite noise and limited access due to the building project, pupils' behaviour is exemplary. Communication with home is strong and consequently parents feel supported. Pupils relate the motivation for behaving well to 'treating others as you want to be treated'.

Everyone is proud of their direct support for a school in Zambia, sending uniform and books. Younger children can speak about their class choice of a charity and support for the food bank. 'Big questions' are posed and pupils are keen to challenge injustice, including writing to the government about the overuse of plastics. Pupils relate how Daniel has inspired them to be courageous. They can link this to how they can be agents of change and to modern child activists fighting for environmental issues. Although in its early stages, links with the community 'Soup and Pud' group are developing. The current school building project has had significant local financial support. This in turn has led to further interest in the life of the school.

In line with the vision 'to inspire everyone to be their best self', worship is a highly valued part of the school day. Lighting the Trinity candle, Bible based songs, pupil led prayer and the Lord's prayer are regular daily features of worship. Pupils and staff speak enthusiastically about opportunities for prayer and reflection which punctuate the school day. Meaningful, inclusive reflection areas, changed half termly, are used in both classrooms and outdoors. The Candle group, with representatives of all ages, plan, lead and evaluate worship regularly. Well planned themes related to the vision enable everyone to start with the Bible, apply the teaching to their own life and then to the world. School leaders work proactively with the local church community including organising 'messy church' in school. The spiritual legacy is evidenced through Foundation governors who are using their prayer bracelets made in the 'Thy Kingdom Come' session months later. The vision that the 'growth of our community is central to everything we do' is shown through the 'Ripple of prayer'. This is a daily prayer prompt used in school and shared in the village magazine.

The RE coordinator has embraced her new role. There is significant impact to celebrate since September. Leaders have given her time to develop her skills and knowledge through working with the diocese and other practitioners. She has supported new staff to teach RE. Planning is clear and this impacts on pupils' opportunities to apply enquiry and analytical skills. The Understanding Christianity resource is used well. The depth and knowledge gained is now embedded as older pupils explain how their thinking has been challenged. Pupils are less able to talk about global Christianity. Driven by the school's vision, children show a respectful understanding of a range of religions. Younger children explain their learning on Judaism, Years 3 and 4 can describe features of Hinduism and Years 5 and 6 speak knowledgeably about Islam. The impact of a parent visitor to share her faith is enriching children's learning and preparing them for their mosque visit. Detailed reflection books for each class not only chart the rich RE curriculum, but also showcase children's thoughts and learning. These are complemented by RE books which show learning intentions, a range of open ended tasks and feedback. Assessment has been reviewed and new systems are in place. However, it is at an early stage and does not support all pupils to understand how to make progress. Some effective formal monitoring of RE takes place in governor monitoring week and information is reported to the governing body.

St Peter's is moving apace on its journey as a church school. The vision 'to serve and take care, inspiring everyone to be their best self' is effectively enabling pupils and adults to flourish.



**The effectiveness of RE is Good**

The quality of RE teaching is good. This was verified during the inspection through observation, work and planning analysis and pupil voice. Pupils learn through a variety of styles including good questioning and opportunities to explore their own views and others' opinions. There is a planned programme of monitoring RE teaching and learning to ensure consistency of provision but it is at an early stage. Strategies to give accurate challenge and support for all pupils are being developed.

Headteacher	Yvonne Reeson
Inspector's name and number	Heather Rattenberry 964