

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Voluntary Aided Primary School			
Address	Wigley Bush Lane, South Weald, Brentwood, Essex CM14 5QN		
Date of inspection	28 November 2019	Status of school	Voluntary aided primary
Diocese	Chelmsford	URN	115164

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

School context

St Peter's is a primary school with 363 pupils on roll. The majority of pupils are of White British heritage. Very few pupils 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, whilst those with Education Health and Care Plans (EHCP) is double national average. The school has been in the top 10% of the country for pupil outcomes in Early Years, Key Stage 1 and Key Stage 2 for the last fifteen years.

The school's Christian vision

For the children to realise their God-given gifts and talents, and grow following the example of Jesus. Matthew 19:26 But Jesus looked at them and said, "With man this is impossible but with God all things are possible".

Key findings

- St Peter's vision holistically infuses and shapes all work undertaken by the school. Leaders are proud of their school community and its inclusivity by 'not hiding any child away'; instead every pupil is nurtured, supported and understood as unique in the eyes of God.
- The school's Christian vision underpins and drives leaders at all levels to create a curriculum that is tailored to meet the needs of every pupil. It makes bold ethical arguments for inclusion and supports some of the most vulnerable pupils to flourish socially and academically – valuing everyone. They consider social action at a local level but this is not currently developed at a global level.
- Collective worship is a strength and is valued by all. It is invitational, inclusive and inspirational. It is rooted deeply to the school's vision and is encountered consistently through the Christian values it uses to exemplify the life and teachings of Jesus.
- Religious education (RE) is exceptionally led by a well-informed subject leader. Teaching and learning is consistently better than good. It is taught creatively and innovatively to hook the imagination and curiosity of every pupil, opening their eyes to difference and diversity in the world around them. The school is a centre of excellence for RE and pupils benefit from the wider work it undertakes in the diocese.

Areas for development

- Pupils to persist in developing their articulation of social change by challenging injustice and inequality on a global scale through embedding the links St Peter's has with international projects in God's wider world.
- Maintain leading at local and regional level the innovative, creative and deeply connected RE learning that is comprehensively embedded in the school so all pupils continue to flourish.

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 reviewed its vision two years ago and worked with the school community and local vicar to find a biblical teaching (Matthew 19:26) that would bring meaning and life to it. This has led to a refreshed theological understanding and enabled the vision to strongly infuse every aspect of school life. It is clearly understood by all and cherished as the central driving force of all decisions made in the school. The God given gifts and talents of every child and adult is celebrated. Parents recognise this and one said, 'our children are so privileged to be here, they are genuinely cared for and every talent is celebrated'. A good example of this is the Star Assemblies that are held. Here pupils and staff write compliments about pupils that are linked to how they demonstrate the Christian values that underpin the school's vision. The direct linking of the values and vision in this way is exemplary. It makes the vision very real and as a result it is transformational in the lives of the pupils in the school.

At every opportunity, leaders proactively seek out ways of promoting the school's Christian character. This is established through effective induction and professional development for staff and excellent transition arrangements for pupils. This enables everyone to be as best prepared as they can be for the next stage of their learning and life. This preparation is so embedded that it has created a highly skilled and dedicated team who work innovatively with the local church, schools and diocese to ensure every child flourishes and reaches their full potential. One parent said, 'it doesn't matter what needs your child might have, they are accepted, supported and helped to thrive'. This continues in the drive leaders at all levels have in using the Christian vision to create a tailored curriculum that meets the needs of all pupils. The school is not frightened of making bold ethical arguments for inclusion and supports some extremely vulnerable pupils by ensuring they too flourish and are valued as God's children. An exemplary example of this is the vast range of extra-curricular clubs on offer. Over the school week 35 different clubs are offered to celebrate every pupil's interests. These frequently change, strongly drawing on and extending pupils' talents. As one pupil said, 'We can show our God given talents and also try new things out like God would expect us to'.

The school aspires to create 'well rounded' pupils of character and integrity by giving them Christian values to live their life through and responsibilities to care for God's creation. The active school council, worship leaders and eco council are powerful examples of this. A recent plastics assembly organised and led by some pupils has transformed how the school tackles exploitation of the natural resources of God's world. Consequently, there is now a weekly litter pick in the local community. The pupils choose a charity to work with each year and have a strong voice in the school related to social action in the local area. This has given them confidence and a strong social conscience. However, this is not as strongly developed at a global level. The school has recently embarked on a project with a link school in Kenya and is developing a partnership to enable global action around poverty and inequality.

Collective worship is exceptionally strong. It is valued by everyone because of it being a time the school all comes together as one. It is invitational and inclusive with pupils taking active roles in leading worship. This development point has been met from the previous denominational inspection. Pupils speak confidently in worship, an inspirational example is the daily spontaneous prayer led by pupils. Clear Christian themes are encountered and explored deeply each week; these are driven by the Christian values that are exemplified through the biblical teachings and life of Jesus. One pupil said 'we learn lots in worship about how Jesus was a good person'. Prayer and spirituality is an important part of worship and central to the life of the school. This is seen in the reflection garden that the pupils have created. Each child has planted a bulb to celebrate the awe and wonder of God's creation, making the space a special place to be. One child said when they sit in the space 'I pray and it makes me closer to God as it is our time to talk to him and to reflect and think'. The impact of worship is clearly demonstrated in the compassionate and fulfilling relationships that flourish in the school as a result; everyone cares for one another and treats one another with genuine dignity and respect.

RE is exceptionally well led by a subject lead that works closely with other schools and leads aspects of training and support for the diocese. As a result teachers are skilled to deliver a challenging curriculum that opens the pupil's eyes to diversity and difference in the world around them. It is taught consistently well with creativity and passion. It uses the local church as a curriculum resource and the local vicar who will unpick theological

arguments with the older children. The youngest children in school are a significant part of the success of RE, exploring the firm foundations of creation, incarnation and salvation. This learning is then built on to deepen as they move through the school. Parents of other faiths contribute to learning and pupils are encouraged to compare different world views with their own. Pupils and parents really appreciate this inclusivity in learning – one parent said ‘I am really proud to share my faith in RE lessons; it makes me happy and proud to be part of the school’. RE is also made real through educational visits to local places of worship such as a synagogue and it is taught in whole school themes meaning everyone can talk about a common focus and learn together. The Church of England Statement of Entitlement for RE is creatively met through an exceptionally well organised and delivered subject.



The effectiveness of RE is Excellent

Teaching is consistently strong and is effectively monitored by leaders and governors. Academic outcomes match those in reading and writing which are significantly higher than national benchmarks, including for pupils who have EHCPs. Every child flourishes through the positive safe space created which deepens understanding, excellently supported through effectively focused teaching and assessment. One pupil reflected, ‘I am proud of my RE work, I can push myself and it helps me understand different people’s beliefs’.

Headteacher	Iain Gunn
Inspector’s name and number	Christopher J Allen 847