

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary			
Address	Hallett's Way, Portishead, BS20 6BT		
Date of inspection	26 February 2020	Status of school	Academy inspected as VC Lighthouse Schools Partnership
Diocese	Bath and Wells	URN	143285

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 Judgement	The impact of collective worship	Grade	Excellent

School context

St Peter's is a primary school with 620 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. The school is a lead school within the Multi-academy Trust (MAT). It is also a Teaching School and one of the 32 teaching hubs designated by the Department for Education (DfE).

The school's Christian vision

We are a welcoming, inclusive family with a strong Christian ethos. We continually aim to be an excellent school where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical and expect more than others think is possible. Based on St Peter's life and 1 Corinthians 13.

Key findings

- The vision and values of the school are fully embedded. They are inspiring all members of the school family to aim high and to aspire to be excellent in all aspects of their lives and in their Christian service with others. As a result, they offer their support as a lead school, nationally and locally. They shine like a beacon of excellence, effectively sharing widely the Christian distinctiveness of their school.
- There is a passionate team commitment, strongly led by the headteacher, which enables all pupils to make 'marvellous mistakes' that build character, perseverance and excellence in the choices they make. Consequently, behaviour is of the highest standard. Relationships are close and harmonious.
- Religious education (RE) is effectively led and held in high esteem as a subject that challenges all pupils to think deeply. Enquiry based teaching, underpinned by the vision and values, empowers pupils to actively consider diversity, faith and culture across a range of religions.
- Worship is central to school life. Inspired by the life and teachings of Jesus, it inclusively invites pupils to live out their core values to influence themselves and others. Pupils engage with worship and enjoy sharing the lead in special services and class worship. However, although they are keen to take the lead more regularly, their enthusiasm has not yet been harnessed fully.
- The governors' Ethos Committee meets regularly, to review the difference the vision and values are making to the school. This is effectively driving their influence on the life of the school although pupils are not fully involved with this.

Areas for development

- Explore ways in which the pupils could engage directly with the Ethos Committee to share their views to further strengthen the impact of the vision and values on daily life.
- Extend pupils' involvement in leading worship, to harness their enthusiasm and deepen their skills as leaders fully supporting the spiritual life of the school.

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 shines like a beacon of excellence, living out its Christian distinctiveness through its vision and values. The strong leadership of the headteacher, in partnership with the trustees, governors and staff, unites all groups in their purpose to foster, 'excellence in who they are – in all they do and in their service with others'. Their Christian vision shapes everything that is done within and beyond their school. They have forged links, as a teaching school, with over 100 schools nationally, supporting them to be the best they can be. They empower their own staff and pupils to be inspired by the story of Peter. He often fell short in the choices he made but was still loved and nurtured by Jesus. As a result, pupils and staff are enabled to flourish, without fear of failure. 'Marvellous mistakes' are used, through reflection, as learning experiences to inform future actions. Strong relationships, underpinned by Christian values, guide each individual to love and respect others as unique children of God. These values are the drivers of the vision, sustaining and strengthening its impact on a daily basis. They are the threads that run through all aspects of school life. They bind policy and practice to create many rich and vibrant experiences, offered through the curriculum. On 'Wow days' and 'family days' pupils have fun learning together. Pupils say, 'These days bring learning to life and teach us to trust each other.' Creatively the school is transforming lives. They teach their pupils to overcome barriers and flourish as responsible young citizens, using the Christian values in their interactions daily. There is a relentless focus on the needs of the child. All groups, particularly the vulnerable, are supported effectively by skilled practitioners who nurture their social, emotional and physical needs. Innovative teachers set challenges to excite and engage all groups to persevere and succeed academically. Pupils of all abilities experience success through being part of this caring, Christian school. They are known, loved and enabled to accelerate their progress on their learning journey. Consequently, the gap between groups of all abilities is narrowed. In addition, their achievements place them in the top 20% of schools nationally. Their standards of behaviour and attendance are high.

In line with the vision to care staff are supported in keeping work and life in balance. St Peter's is the 'designated workload Teaching School for the DfE in the South West. The two mental health first aiders and regular contact with clergy helps to address any pastoral needs that arise. This focus on mental health and wellbeing creates a happy working environment strengthening relationships founded on honesty and trust. Mentoring, in year group teams, builds partnerships that enable the most inexperienced teachers to become skilful very rapidly. High expectations shared by school leaders harness these skills. As a result, teachers respond courageously through initiatives such as the 'Phonics Showcase', sharing their expertise with visiting teachers. Consequently, staff are very positive about the sustained professional development that builds skilful teaching, enjoyment and confidence. Parents and pupils appreciate the caring ways the school and staff work together. They say, 'This is a listening school that is very special. The vision, values and our great teachers get us to where we need to be.' Recent questionnaires reflect the high esteem, in which the school is held by the families and the local community.

Links between the clergy team and the school are very strong. They work on the 'Growing Faith Agenda' to bring together Church, school and families. The clergy's active involvement further enriches weekly worship for all. Worship is central, inclusively reinforcing the importance of the school vision and values. It is varied involving Open the Book, Agape, class worship and special services celebrating the Christian calendar. Pupils are invited to think deeply and reflect. The pupils questioned spoke eloquently of the sacrifice of Aslan in the Lion the Witch and the Wardrobe. 'Aslan was like Jesus. He died to save others.' All feel that worship, 'is about rejoicing through song'. A large proportion of the pupils belong to the school choirs. Singing and praise are key elements of worship that enhance the spiritual life of the school. Parents attend worship. School leaders are creative in enabling large numbers to come together with their children. One example of this is the 'worship on the field' service celebrating St Peter's Day. Pupils work in partnership with adults to take a lead in special services and class worship, throughout the year. They are enthusiastic leaders in the school council and eco committee. In these roles, they are confident they are making a difference. They are keen to expand their leadership experiences in all aspects of school life, including worship. One area in which they excel is through their community projects and charitable giving. They describe this as their 'legacy learning'. Pupils, through these projects have raised thousands of pounds for people less fortunate than themselves. They have a very strong link with the Kanamai charity in Kenya. Pupils talk animatedly about how this aspect of their school life empowers them to challenge injustice in the world. On St Peter's Day they made a 'peaceful protest' as a way of actively applying their studies on the 'UN declaration of children's rights'.

RE is effectively led and held in high esteem by pupils of all ages. Planning follows the locally Agreed Syllabus and there are strong links with the Diocese. Enquiry-based, quality teaching is effectively planned to ensure pupils think deeply and learn successfully. Lessons, underpinned by the vision and values, empower pupils to actively consider diversity, faith and culture across a range of religions. Visits to the mosque and other places of worship are highlighted by the pupils as long-lasting, special memories. In these ways the school enables them to widen their understanding of Christianity and other global faiths. RE and worship are monitored as part of the school's timetable of evaluation and review. Findings lead to actions to drive improvement. In addition, the RE leader attends 'learn, teach, lead networks' to ensure quality across the school. This information is then disseminated to all teachers as part of their on-going training. Assessment in RE is rigorous and teachers' assessment records are moderated across a cluster of schools. Governors also engage with the monitoring process through annual governor conferences. The 'Ethos Committee' meets regularly to review the difference the vision and values are making to the school. Currently, they do not meet directly with groups of pupils to gather their views. However, the work of this group is effective in reinforcing the importance of the vision and values as rocks on which the school's Christian distinctiveness is founded.

Headteacher	Sharon Roberts
Inspector's name and number	Marianne Phillips 586