

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School Wymondham

1 Glebe Road Wymondham Melton Mowbray Leicestershire LE14 2AF

Current SIAMS inspection grade	Good
Diocese	Leicester
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	June 2014
Name of multi-academy trust	Diocese of Leicester Academy Trust
Date/s of inspection	3 November 2017
Date of last inspection	15 November 2012
Type of school and unique reference number	140909
Headteacher	Anne Harvey
Inspector's name and number	Kathryn Allsopp 836

School context

St Peter's CE Primary school is a small primary school serving the villages of Wymondham, Edmondthorpe, Saxby and Stapleford. There are 49 children on role taught in three mixed aged classes. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs or in receipt of pupil premium funding is below average. The school joined the Diocese of Leicester Academies Trust (DLAT) in June 2014. In January 2015 the school entered into partnership with another DLAT school, Croxton Kerrial CE Primary School and the two schools share one headteacher who has been in post permanently since September 2015.

The distinctiveness and effectiveness of St Peter's as a Church of England school are good

- Relationships within the whole school community are strong, reflecting its deeply rooted Christian character.
- The headteacher provides strong leadership and is well supported by the assistant headteacher and governors. Together they are committed to raising standards in every aspect of school life in order that every child 'may have life and have it to the full' which is the vision used across the Trust. (John 10.10)
- Leaders are working with parents, the church, the diocese and the Diocese of Leicester Academies Trust to improve the school further and as a result standards of attainment have risen in 2017.
- The leadership of collective worship and religious education (RE) is strong and both are contributing to pupils' development.

Areas to improve

- Ensure that all governors, not just the foundation governors, engage in the process of evaluating church school development by implementing rigorous and robust formal systems to regularly check and account for its progress.
- Embed recent changes to the RE curriculum including the introduction of 'Understanding Christianity' to improve the children's understanding of key Christian concepts.
- Develop reflection areas both inside and outside the school building to provide space for children to think or pray about matters that concern them.

The school, through its distinctive Christian character, is good at meeting the needs of all pupils

St Peter's is a harmonious school, 'like a family' where relationships are strong and underpinned by Christian values including kindness, faith, trust, forgiveness, respect, friendship, love and courage. These values are evident in all aspects of the school's work and all members of the school community describe the significant impact they have upon behaviour, relationships and achievement. Pupils use the story of the Good Samaritan as an example of friendship and of trust, stating 'He had to trust someone who would not normally be his friend.' and 'The good Samaritan showed friendship when others didn't.' Vibrant displays, some created by pupils, and a range of artefacts can be seen throughout the school building and these celebrate the Christian character of this school. Behaviour is good, adults provide good role models and children are 'encouraged to look out for everyone'. All stakeholders describe this as an inclusive school and leaders state 'Each child is unique, special to God and therefore special to us.' This strong focus on each child ensures that staff know children individually and constantly strive to meet their individual needs. As a result attainment is broadly in line with national averages in all subjects. Attendance is good and absence other than for illness is rare. Leaders state 'Children want to come to school and parents know they are safe.' Parents report that their children are happy and the school provides a 'nurturing environment'. Learners are confident and enthusiastic. They benefit from a rich curriculum with many enrichment activities and links with other local schools which together provide good opportunities for their spiritual, moral, social and cultural (SMSC) development. For example, children have taken part in fundraising for Macmillian Cancer Support with a 'Dress up and Dance Day', regularly take part in services at the church and have performed the nativity and the musical 'Cinderella Rockerfella' for parents and friends, to name a few. Displays in all classrooms and in the school hall remind children about the school's key Christian values and this supports their spiritual development. However they do not make full use of these displays and the school garden for their own independent prayer and reflection. Learners enjoy RE and collective worship; they see them as important because they are 'trying to teach us how to live our life'. As a result, RE and collective worship support children very effectively to explore spiritual, moral, social and cultural (SMSC) issues. Children's cultural awareness and understanding is developing and children show respect for those within other faith communities.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school and an opportunity for pupils, staff, parents and the wider community to come together to learn, reflect, pray and to sing. It is skilfully used to develop learning about Christian values and biblical teaching and children state 'It helps us to be more like God: kind, loving, forgiving.' Leaders clearly describe the importance of worship as a way of building relationships across the whole community, teaching children to 'support one another' and the importance of service to others. As a result children are well behaved and support many charitable events. All members of staff and the local clergy lead worship. Worship is Christian in nature; it is planned by senior leaders using the Diocesan Board of Education's themes, Christian values and special events from the Christian calendar. This makes it extremely relevant to pupils personally and pupils say it teaches them 'to think about our lives'. Pupils enjoy worship, are keen to contribute and enjoy being asked to take part stating 'Mrs Harvey includes everybody.' They listen with respect, answer questions and respond in an open and thoughtful manner. They know that their ideas and feelings will be valued and in the worship observed a child felt able to share the challenge of 'missing his mum'. Pupils also show care for one another and pride in each others' achievements. Year 6 pupils prepare the hall for worship and take responsibility for the music but they do not have a role in planning and leading worship an issue raised by the last inspection. Relationships in the school are excellent and all members of the community attribute this to the school's Christian values and to collective worship. Pupils are given lots of opportunities to pray. They understand the purpose of prayer describing it as a way 'to speak to God', 'ask for help, say thank you or ask for forgiveness' but they do not describe how it can be used in everyday lives or give examples of their own practice. During worship, prayers are said including, the Lord's Prayer and the school prayer. Individual children are also invited to share a personal prayer and some do so. Pupils write their own prayers and they explain that prayers can be said anywhere. Pupils can describe some aspects of Jesus' life. They know the term 'Trinity' and describe with some measure of understanding that Christians believe that God is father, Son and Holy Spirit and that 'he's all of these things.' Pupils have regular opportunities to worship in the local church during the school year and the number of parents and friends attending has increased, with parents participating fully in the worship. Regular monitoring and evaluation of worship also takes place and as a result staff have received additional training to help them lead worship.

The effectiveness of the religious education is good

Religious Education is given a high profile within the school and is led by the assistant headteacher who is very experienced. Pupils make good progress in RE and they attain standards that are broadly in line with national expectations and the school is working to increase the numbers working at greater depth by providing extra challenge. Teaching is consistently good. Teachers' subject knowledge is secure and lessons are well planned. RE is based upon the Leicestershire agreed syllabus 'Religious Literacy for all' and 'Understanding Christianity' will be fully implemented this academic year. Pupils enjoy RE lessons and are keen to share their thoughts and responses. They report that they 'normally write and do research' in their RE lessons and would enjoy further opportunities for art work and other activities like the mock baptism held at the church and the opportunity to interview the incumbent, which have taken place recently. Older pupils are developing the ability to understand the impact of belief and speak confidently on the views of atheists, theists and agnostics explaining that 'Christians are theists'. However their understanding of key Christian concepts such as incarnation needs developing further. Since the last inspection the school has been working on assessment procedures and as a result of training and moderation with other schools, judgements are increasingly accurate.

Learners have a developing understanding of Christianity and state 'We find Christians everywhere'; 'it's the biggest religion ever.' They also learn about other faiths and their learning is supported by visits to the mosque and Buddhist centre.

Leadership of RE is strong. The co-ordinator is a leading RE teacher for the diocese. She has attended high quality training and cascaded it to all teachers through staff meetings and by mentoring. She is well supported in her role by the headteacher, the newly appointed vicar, foundation governors, the RE lead from the sister school and staff from the Diocese of Leicester Academies Trust (DLAT). Together they monitor the subject on a regular basis using a range of strategies and as a result they have developed an action plan based upon their good understanding of the strengths and areas to improve.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher who was appointed in 2015, is extremely experienced and also leads another successful church school. She has a strong Christian vision, based upon Christian values and biblical teaching. She has the unwavering support of all staff and governors who share this vision that is underpinned by the understanding that 'God is love'. Together they are focused on moving the school forward and ensuring that each 'unique child' leaves the school 'confident, with a love of life, having reached their potential and with a real understanding of what is right and wrong.' The Christian vision underpins all aspects of the work of the school and the majority of pupils make good progress from their starting points although this Christian vision it is not clear on the school's new web site. The school pays excellent attention to the wellbeing of individuals and parents describe the school as 'inclusive' and a place 'where the whole child is important and children feel safe'. The headteacher provides strong leadership and has evaluated the school's Christian distinctiveness with staff and the foundation governors. All stakeholders are involved in evaluating the work of the school but some of this is informal and is therefore not impacting on strategic planning as effectively as it could. Governors have a clear idea of the impact of the Christian character on the personal development of pupils but they do not confidently link it to standards of achievement. Collective worship and RE have high status in the school and meet statutory requirements. Both are well led and managed, provision is relevant to the pupils and together these are beginning to impact on pupils.

The school enjoys good relationships with all members of the school and local community and is seen as 'an important resource to the village'. Parents value the care and concern shown for each child and state that 'children are thriving and get lots of attention'. They recognise that Christian values are impacting on their children's development and 'are important'. Church, school and community links are strong, with the headteacher leading services at the church during a period of interregnum and being involved in the recent appointment of the incumbent. The new incumbent is beginning to play an active part in school life, leading worship, contributing to RE lessons and acting as a governor. Parents worship alongside their children on a regular basis. The relationship with the church is mutually beneficial with plans to increase joint activities and to continue joint services such as the Christingle. Leaders are committed to the school's Christian distinctiveness for the future. Since the last inspection the school has joined the Diocese of Leicester Academies Trust. This decision was carefully considered to ensure that the Christian character would be protected and provision enhanced further. During the inspection the benefits brought about by membership of the Trust were evident. This has enabled the school to 'share good practice with other local church schools' and to receive support in planning strategically. Leaders recognise the importance of developing leaders at all levels and a number of staff have completed training for the leadership of church schools and both the head and assistant head teachers are taking greater responsibilities across the Trust.