

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

<b>St Peter and St Paul Church of England Primary School</b>			
Address	Redshank Drive, Scunthorpe, DN16 3FX		
Date of inspection	16 January 2020	Status of school	Voluntary controlled primary
Diocese	Lincoln	URN	136058

<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>Excellent</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

### School context

St Peter and St Paul is a primary school with 311 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 headteacher has been in post for 3 years. The school has grown significantly since its last inspection.

### The school's Christian vision

'Let your light shine' Matthew 5:16

We are distinctively Christian in our ethos and outlook and are inclusive of all. At the heart of our school are our Christian values. We welcome those of all faiths and none to shine their lights brightly, celebrating joys, failures and successes in partnership with parents and the community.

### Key findings

- The deeply embedded Christian vision and values drive the actions of the school and have a transforming impact on the lives of pupils and adults.
- The belief that every member of the school community can 'shine their light' drives leaders' determination to make appropriate provision for all pupils.
- Leaders ensure that wellbeing is a high priority, which reflects the school's Christian vision, ensuring that the whole school community is treated with respect and feel valued.
- Collective worship is inspiring and integral to the life of the school. Its value is clearly understood by everyone.
- The high quality of provision in religious education (RE) ensures that pupils are able to demonstrate deeper critical thinking during class discussions. The recently adopted Lincolnshire Agreed Syllabus is in the early stages of implementation and new assessment procedures have yet to be fully embedded.

### Areas for development

- Building on existing excellent practice, delegate even more responsibility for planning, leading and monitoring collective worship to pupils, in order to enrich their spiritual development.
- Embed and evaluate the implementation of the Lincolnshire Agreed Syllabus for Religious Education, alongside the systems of assessment in RE to reflect changes in the RE syllabus.

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**

An exemplary sense of responsibility to live out God's love for everyone characterises the way in which St Peter and St Paul cares for its pupils, staff and parents. Leaders show enthusiasm, energy and a determined commitment to the school's vision and values. They are also able to clearly demonstrate how the impact of the school's vision shapes the decisions that leaders make. As one governor said, 'we live the vision' and another 'we regularly ask the question - What would Jesus do?' Staff, pupils and parents readily give examples of how leaders demonstrate their belief that God values everyone and that they can all 'shine their light'. This can be seen in the ways in which new pupils and staff are supported as they settle into the school family and how they consequently embrace the school's ethos. A strong sense of community linked to the deeply embedded vision and values ensures that the school achieves good academic standards for all pupils. More importantly, this ensures that everyone can achieve success and make good progress, regardless of their starting points. Strong partnerships with local clergy and other schools and organisations exemplify the school's rich Christian ethos. The inspirational, inclusive and high-quality collective worship and religious education (RE) enrich the spiritual life of the school. The needs of all pupils, including those with more complex additional needs are fully valued and supported. The support for these groups through the appointment of the school's own pastoral officer to support families and the mental health and wellbeing of pupils, exemplifies leaders' strong Christian commitment to diversity and inclusion. Governors have a sharp focus on how the impact of decisions reflect the aspiration of enabling everyone to fulfil their potential and ensure the school provides excellent opportunities for all pupils.

The headteacher and the RE leader work across the diocese, both accessing training programmes and supporting other schools, in areas such as RE curriculum and Church school leadership development. As a result, the school benefits from enhanced skills in a variety of areas and lives out its determination to serve others. The sharing of expertise within the school develops leadership capacity at all levels. All initiatives are informed by the vision and values that define the character of St Peter and St Paul. This includes the curriculum, driven by the school's Christian vision, which supports pupils in developing into reflective, thoughtful resilient individuals with a passion for learning. The curriculum promotes good mental health and wellbeing because pupils engage extensively in activity, interaction, exploration and investigation. Pupils develop high levels of confidence, along with strong communication skills and the building of healthy personal relationships. The curriculum provides many opportunities for pupils to reflect on and engage in 'awe and wonder' moments. Pupils enjoy making use of prayer and reflection spaces around school and readily explain when, how and why these are used. This is an excellent example of the high importance given to spiritual development in all aspects of the life of the school. This is evident from the established rigorous monitoring and evaluation undertaken by governors.

Pupils and parents offer many examples of how the Christian vision and values influence children's behaviour both in school and at home, such as how they help them to care for and forgive others. Poor behaviour and bullying are rare, and pupils have the confidence to challenge any instances that may arise. Parents agree that as a result of the school's Christian vision, the school is like a big supportive family, that is a welcoming, caring place, where everyone, regardless of background, is respected. The school responds very effectively to the needs of individuals and families. As one parent said, 'We are just like one big green pea family' and another 'They really live out the vision and values.' Staff speak highly of how leaders support mental health and wellbeing, such as by ensuring a suitable work life balance and 'shining the light' of staff, as well as children. As a result, this has created a strong culture of care, support, encouragement and staff development.

There are many examples locally, nationally and internationally where pupils look beyond themselves and explore situations of injustice and inequality. The school's curriculum supports the pupils' ability to be advocates of change and challenge injustice. As a result, pupils take a lead in organising fundraising events, such as charity bike rides to support children in other countries and extending the school foodbank to run for the whole school year to help families within their local community. Strong links with another school in a different area help pupils to show a solid understanding of how differences in culture can benefit everyone. As a result, they develop compassion for others, including those who live in very different circumstances to themselves. As one child said, 'We include people with disabilities and behaviour problems. We welcome people into our school no matter what they have.' The recent introduction of a new scheme of work for the teaching of Relationships and Sex Education is already

enriching the excellent work the school does to support the pupils in their understanding and development of healthy relationships.

The whole school community attends collective worship, recognising and valuing it as the heart of the school. Collective worship has clear links into other learning sessions during the school day. As a result, pupils and adults talk with enthusiasm about worship and can explain how it influences their lives both in and out of school. As one child said, 'Collective worship is a time when you get to be yourself and think about yourself.' This characterises the way in which worship is both inclusive and invitational. They have a thorough understanding of the church year because worship engages them with the major festivals. Pupils are excited when they discuss acts of worship they have particularly enjoyed, for example, the story of Jonah and the Whale, linked to the values of forgiveness and courage. Pupils enjoy taking part in and leading worship, and say they would like to do even more. Worship is led by various leaders, who offer different worship styles. Pupils respond very well to prayer and are able to explain the value of prayer and reflection in their lives. They regularly use known prayers and also write their own to share in worship. Collective worship is evaluated frequently by pupils, staff and governors. Along with a highly effective collective worship leader and the dedicated work of all school leaders, this ensures continuous development and improvement of innovative collective worship.

The school has a highly effective RE leader who has a passion for the subject, along with excellent subject knowledge. Planning is thorough and the school's highly effective use of Understanding Christianity, along with the recently introduced Lincolnshire Locally Agreed Syllabus, ensures all pupils have a good knowledge and understanding of world faiths. Pupils are inspired by their work in RE and show impressive levels of insight when discussing 'the big questions' posed in discussions. The work of each pupil in RE is assessed, however the methods used for assessment are currently being developed further in line with the implementation of the new RE syllabus. Visits, visitors and parents contribute valuable insights into the religious traditions of different faiths and beliefs.

Headteacher	Louise Cranidge
Inspector's name and number	Garth Hicks 901