

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

## St Peter's Anglican and Methodist VC Primary School

### Vision

'Dream, Believe, Achieve.'

At St Peter's our vision is something that motivates and inspires us and keeps us focused on where we want to go as a school. It is a vision for everyone in the school, the staff, children, parents and governors. It is underpinned by the Bible verse 'All things are possible.' Mark 9:23

### Strengths

- The vision reflects the needs of the community it serves and provides aspiration and hope. It celebrates both the Anglican and Methodist traditions coming together.
- Effective Church school leadership gives a clear and ambitious plan for school improvement and growth.
- Pupils are individually nurtured and feel secure in a loving and inclusive school environment. Pupils and adults flourish within this close and pastoral school community.
- Collective worship is an effective reflection space and source of spiritual inspiration. It provides an anchor and impetus for adults and pupils as they seek to live out the vision as a school community.
- Partnership with the Bridge family of schools enhances the work of the school significantly. It provides enriching opportunities for pupils and professional collaboration for staff. This strengthens what the school can offer. Staff are empowered and encouraged in their own professional development.
- Religious education (RE) is well planned and sequenced.

### Development Points

- Extend opportunities for spiritual development across the curriculum. This is in order that pupils experience a deeper dimension in their learning.
- Embed a consistent approach to collective worship across the school. This is to ensure that it is effectively reflecting the Christian vision and values.
- Secure robust monitoring of the provision for RE. This is in order that pupils fully access a broad and balanced experience of the subject.



## Inspection Findings

The school vision was relaunched and emphasised at the beginning of a new chapter in the life of St Peter's. Leaders are successful in taking the school on its journey of improvement. They are innovative in overcoming challenges, developing strategic plans. Leaders have clear priorities, which are led and inspired by the school's Christian vision. Staff and governors work unitedly to provide a broad curriculum. Governors regularly monitor and evaluate the curriculum and priorities of the school. They ask searching questions and take a reflective approach to Church school governance, which serves the school well.

The school's Christian vision is something pupils readily express and explain. They understand that the vision and Christian values help them to dream about future successes. They have the self-belief and motivation to achieve their personal goals. These convictions affect the atmosphere in school, which is calm and purposeful. Pupils are individually valued and well known by staff. School leaders and staff believe that every pupil should have equal opportunities and high aspirations. They model the Christian values and behaviours that equip pupils for life-long learning. School leaders lead by example and reflect regularly on the impact of new initiatives on staff workload and wellbeing. This results in a welcoming and harmonious staff team who value and support each other effectively.

The vision and values of St Peter's are enhanced by their membership of the Bridge family of schools. This provides each year group opportunities for collaborative learning experiences and personal growth. The joint Year 6 trip to France resulted in a strengthening of relationships between pupils. Staff wellbeing and collaboration are improved by this important partnership. The school also values the input and training provided by the diocese and the Methodist Academies and Schools Trust regional team. There is a comprehensive program of training and professional development between the schools in the Bridge family. This serves to broaden St Peter's offer to its families. Pupils play well together in the extensive outside spaces. They enjoy participating in the school buddy system, which enables younger pupils to be supported by older ones. Outdoor learning provides rich opportunities to explore the natural world. Occasions for spiritual flourishing are enhanced by using the reflective ideas of windows, mirrors and doors. Planned experiences within each term give some space for awe and wonder during cross-curricular practical learning. However, the scope of these opportunities does not fully encompass the breadth of life in school.

Pupil enthusiasm in collective worship is high. Prayer is an important part of the daily pattern of school life. Collective worship has been developed in response to pupil input. For example, reviewing the time of worship so that all staff are able to attend. The new vicar at St Peter's Ecumenical (Anglican and Methodist) Church has established positive links between church and school. Other local ministers also lead sung collective worship, which is a fortnightly highlight for pupils. They learn biblical texts in song and are introduced to a range of worship styles. Reflection areas in each classroom and 'Pause for Thought' journals enable pupils to develop themes introduced in whole school worship. The reflection areas in class are not interactive. This means that they have limited impact on pupils. Staff decide individually on class themes from the chosen value. School leaders and clergy collaborate to produce a plan for collective worship. However, class collective worship is not part of a detailed, whole school plan. The result of this is that there is a lack of consistency in worship across the classes.

Provision and care for all pupils and especially those with special educational needs and/or disabilities (SEND), is driven by the vision. The core belief that 'anything is possible' steers the day-to-day outcomes for pupils, resulting in flourishing. Pupils are equally valued in this caring school community. The vision provides a consistent message of hope and self-belief. The curriculum is adapted to meet individual learning needs with appropriate interventions. There is a comprehensive program of support for pupils with SEND needs. Staff are



deployed effectively to ensure that pupils who are deemed to be vulnerable can integrate well. Pupils are happy and well-motivated. They take pride in their work and are serious in their commitment to encourage each other. Pupils treat one another with respect. They know how to disagree courteously in class discussions and can build on each other's opinions and ideas. Well-established school structures enable them to feel secure to be themselves. They articulately express how the school's values help them to forgive each other and grow in their friendships. Building character is an important priority for school leaders and all staff. The coveted 'Above and Beyond' awards celebrate pupils who have made significant contributions to the life and values of the school. There is a culture of kindness at St Peter's Anglican and Methodist Primary School, which permeates each area of school life. The Christian vision and values of the school provide pupils with a safe space to explore their learning and beliefs. They demonstrate respect for those in their local community and in the wider world

Pupils are trusted with responsibility as members of the school parliament. They have led school initiatives to support local charities. This strengthens their awareness of what it means to be 'agents of change' and helps to bring the whole school community together. Pupils can speak confidently about the impact of their efforts and how their actions are motivated by the vision and values. They are concerned to be good stewards of God's world and write passionately to their local MP about issues of justice and equality. The school celebrates difference and diversity, which results in pupils who value the priority of accepting everyone as equals. An annual neurodiversity week teaches pupils to cherish each member of the school community for their own individual worth. Families benefit from the excellent support, understanding and care shown by school staff and leaders. In times of need, such as ill health within a family, the school provides Christian love and practical support. Staff regularly go above and beyond in their interest, concern and caring input into the lives of pupils and their families. Therefore, the wellbeing of the school community is an evident strength.

RE is being developed to explore Christianity and other major worldviews in greater depth. Pupils speak confidently about their learning in RE. They recognise the importance of discovering about the wider world and the views of others. They are able to explain how RE also helps them to develop and explore their own values and beliefs. Pupils use appropriate technical vocabulary to describe their growing knowledge. Their use of vocabulary, which describes religious concepts, is less secure. They understand the rich legacy of Methodism in the local area. They investigate this through close links with The Methodist New Rooms in Bristol and an active partnership with the church. A recent move to floor books in RE enables greater reflection by pupils about the practical aspects of their learning. However, the RE curriculum lacks the necessary balance to secure pupils' rounded and deep insight of the subject.

## Information

Address	Bank Road, Pilning, Bristol, BS35 4JG		
Date	4 October 2024	URN	132927
Type of school	Maintained Voluntary Controlled	No. of pupils	124
Diocese/District	Bristol/South Gloucestershire		
Headteacher	Paul Smith (Executive Head) Nic Baykaa-Murray (Head of School)		
Chair of Governors	Mick Ormond		
Inspector	Ruth Williams		