

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

<b>St Peter's CE VA Junior School</b>	
Trafford Road, Wisbech, Cambridgeshire PE13 2ES	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Ely</b>
Previous SIAMS inspection grade	Satisfactory
Date of academy conversion	November 2014
Name of multi-academy trust	Diocese of Ely Multi Academy Trust
Date/s of inspection	21 November 2016
Date of last inspection	4 November 2011
Type of school and unique reference number	VA Academy 141213
Executive Principal / Head of School	Kay Corley / Stacey Kendall
Inspector's name and number	Kathryn Wright 436

### School context

This is a two form entry junior school which joined the Diocese of Ely Multi Academy Trust two years ago. There have been significant changes to leadership and governance since the last inspection. The current executive head-teacher and head of school are both new in post since September 2016. This is the third change of leadership in the last 18 months. Most pupils are White British, but almost 25% of the school intake have English as an additional language. The proportion of SEND pupils and those with pupil premium is above average. The school currently has building work taking place.

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

- The Christian vision of the school has remained steadfast throughout the turbulent times of change ensuring a sense of wellbeing and community is maintained and nurtured.
- The renewed focus on distinctively Christian values, rooted in the Fruit of the Spirit, has led to improved behaviour and pupil progress.
- The highly effective leadership and high profile of religious education (RE) ensures its prominent place within the school and leads to good achievement for pupils

### Areas to improve

- To embed and undertake regular monitoring of the renewed Christian vision and mission statement to secure all stakeholders understanding and ownership of them.
- To track pupil outcomes across Key Stage 2 in RE to ensure the majority of pupils are making at least expected progress
- To establish a clear definition of spirituality that is understood by members of the school community and is promoted through all areas of the curriculum
- To ensure pupils know about the Christian belief in God as Father, Son and Holy Spirit in order to deepen their understanding of Christian beliefs and practices.

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

St Peter's is a school rooted in its Christian values, particularly those of love, hope, thankfulness and compassion. Pupils are able to make specific connections between these values and the biblical teachings that underpin them, including Jesus' miracles and parables. The 'Values Cross' based on the Fruit of the Spirit has a prominent place in the hall and in each classroom, reminding the community of its Christian foundation. Through extremely complex and unsettling times the Christian ethos has sustained and held the school community together as a family. In the last year the distinctively Christian nature of the school has now begun to impact more effectively on pupil outcomes, particularly in terms of behaviour for learning and attendance. Pupil aspirations have been raised, with targeted support and interventions for the most vulnerable pupils. New systems of rewards and sanctions are helping pupils understand boundaries and they talk about appreciating each other more since these have been established. Pupils are now making sufficient progress, and the school is aware that they are on a journey of improvement.

Provision for cultural, moral and social development is good. Opportunities are provided for pupils to engage with team building activities and pupils value learning about books from other cultures as part of literacy. Pupil voice is a strength in the school, with many opportunities for pupils to take on responsibilities and have an impact on their school. Pupils have a limited understanding of spiritual development, although some have had opportunities to meet members of different faith communities thorough RE. Year 6 pupils value the opportunity for a 'retreat' which helps them foster friendships and learn about the Christian faith. RE makes a good contribution to pupils understanding of the global nature of Christianity through Diocesan links with Vellore. Participation in the Lenten Promise Challenge has enabled pupils to make links with the Diocesan family and deepen their understanding of Lent.

### **The impact of collective worship on the school community is good**

Collective worship is central to the life of the school. Pupils and staff value the role it plays in bringing the community together and sharing their Christian values. Collective worship is well led and managed. Detailed planning ensures in depth engagement with values such as love, compassion and thankfulness, but also a focus on key seasons within the Church year. All acts of worship are expected to include biblical material, and the structure of worship reflects Anglican practice. The act of worship observed enabled pupils to engage with the traditions of 'Stir Up' Sunday, and to understand the symbolism and meaning behind this day from a Christian perspective. Pupils have limited understanding of the nature of God as Father, Son and Holy Spirit, although they were able to talk about the use of this language in worship. The pupil worship council regularly lead and monitor worship in school. They have played a significant role in ensuring higher levels of participation and ensuring worship makes a difference to the lives of people in the school community. The worship council have an impact beyond the school community by leading worship at a local care home for the elderly.

Collective worship contributes well to pupils' spiritual and moral development, providing time for pupils to consider the wellbeing of others and their own behaviours. Pupils understand the importance and value of prayer in the life of the school, and in their own lives. Pupils talk about prayer in terms of having contact with Jesus, as well as helping them through difficult times. The worship council monitoring of prayer spaces in the school shows good levels of engagement and changing activities linked to the Christian seasons. Plans are in place to welcome a wider variety of worship leaders and clergy to provide diversity of experience and engagement with a range of Christian traditions. Worship takes place at the local church at festival times, and pupils spoke about the Remembrance service at the cemetery which impacted on many of them powerfully.

### **The effectiveness of the religious education is good**

Religious education (RE) is valued highly by pupils, staff and parents. Pupils talk about its importance in terms of understanding the world in which they live and getting along with other people. Standards in RE are good. The majority of pupils' achievements are in line with or above the Agreed Syllabus expectations. Progress across the key stage is less well evidenced, but the curriculum is designed to ensure continuity, progression and challenge. Pupils' work shows a developing understanding of Advent including symbolism, its place in the Church year and global expressions of faith during this season. Quality of teaching is good. Teachers' planning embeds an enquiry approach, with effective questioning to help pupils think deeply about their learning. Differentiated, engaging and meaningful tasks were observed allowing pupils to consider what it means to be a Christian family and what it might mean to 'bring good news' to others.

Opportunities for spiritual development are well established. For example, pupils took part in a reflective activity comparing light and darkness, linking to Jesus as light of the world. Although assessment procedures are in transition, the school uses both the agreed syllabus level descriptors and next steps for learning effectively. Pupils know how to make progress, and time is given to ensure they build on prior learning. The subject is exceptionally well led. The subject leader undertakes regular monitoring and evaluation which has led to a clearer focus on the enquiry process, and a revised policy reflecting the Statement of Entitlement. The subject leader attends network meetings and professional development opportunities cascading information to colleagues regularly.

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

Although in post for a short time, the executive headteacher and head of school have built on the previous Christian vision to ensure continuity in terms of maintaining and promoting the school's distinctiveness. The renewed focus on 'Paving the way for lifelong learning' confirms the leadership's commitment to supporting members of the school community on their journeys through life, both spiritual and academic. The leadership have rebalanced the aims of the school so that the Christian ethos, values and vision impact directly on the effectiveness of the school. The role of the diocesan multi academy trust has been instrumental in supporting the school through this time of change and upheaval. All new policies are underpinned by Christian values. The school has not only maintained the central place of collective worship and RE during very challenging circumstances, but has used them to promote and enhance the Christian ethos during this time.

The local governors have a good understanding of their role in providing challenge and support. The school self evaluation was broadly accurate, and the new monitoring schedule for governors is helping the school to review more regularly its progress against key actions. All areas to address from the previous report have been met in full; in particular the involvement of pupils in collective worship and quality of teaching in RE have improved significantly. Parents value the approachable nature of staff, and feel listened to. Comprehensive strategies are in place to smooth transition from the infant school ensuring pupils make the best possible start. Although the Christian values are communicated clearly on the website and through newsletters, parents have less understanding of how these underpin all the school does. Links with the local community are good, particularly in terms of supporting vulnerable families and groups. The partnership between the school and churches is good. Clergy visit the school regularly to lead and observe worship, and All Saints Church provide Easter and Christmas experience days to enhance pupils' learning in RE.