

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| St Peter's Church of England VA Primary School, Whetstone | |
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| Address | Wale Road, Whetstone, Leicester, LE8 6NJ |

| School vision |
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| <p>'In everything treat others the same way you want them to treat you' Matthew 7-12</p> <p>We inspire children to be 'compassionate, respectful, hopeful, just, thankful, honest, trustworthy, friendly and forgiving' young people. We believe that teaching children to value these principles will enable them to go on and live a life that inspires and enriches others, enabling them to achieve their full potential too.</p> |
| School strengths |
| <ul style="list-style-type: none"> • Religious education is carefully planned and as a result pupils knowledge of Christianity and world religions is strong. • Collective worship is open and accessible to all. It is inclusive, providing valued time for the school to meet and join in periods of reflection. • Everyone at St Peter's is nurtured and known as an individual. Pupils live out the vision and values through their care for each other. • Pupil and staff are treated well. All are accepted and encouraged to be the best they can be. |
| Areas for development |
| <ul style="list-style-type: none"> • Improve how leaders monitor the Christian vision, within the context of the school. This is to develop the effectiveness of the school as a church school. • Develop a whole school approach for spiritual development. This is to ensure pupils and staff benefit from a shared understanding of spirituality and to allow for planned opportunities across the curriculum. • Ensure that pupils have opportunities for making a difference beyond their immediate locality. This is so they see themselves as advocates of change. and can take greater personal responsibility. |
| Inspection findings |
| <p>At St Peter's treating others, the same way you want to be treated (Matthew 7-12) is at the heart of the school. It drives decision making. Leaders ensure that the vision is promoted in school life, thus allowing everyone to be treated equally. Pupils and staff alike know, as a result of the vision, they are provided with positive life choices. It constantly raises their expectations of themselves. The vision is lived out practically through Christian values of friendship, thankfulness, hope, compassion, honesty, trust, respect, forgiveness and being just. The values are ensuring that being the best you can be is promoted across school. This means that behaviour and conduct in the school is good. However, leaders' monitoring of the vision, within the context of the school, is less secure. This means that the effectiveness of the school as a church school is not developed enough.</p> |

St Peter's Church of England primary is a warm and welcoming school. The school community believes that treating others well is at the root of all it does. It is woven through aspects of the life of the school. This is an inclusive and caring community where all are valued and treated with respect and kindness. Pupils are flourishing because they are each seen as unique individuals. Staff are deeply committed to ensuring that pupils, including those considered to be vulnerable, have their individual needs met. Staff live out the school's vision of treating others with respect through their consistent and loving approaches to pupils. The school is committed to establishing foundations that give pupils all they need to succeed now and in later life. Leaders, governors, and staff know the vision and values of the school support their high expectations for pupils. Pastoral support for pupils is a priority throughout the school. Pupils are given time each week to think upon and consider the school's Christian values. The recently introduced 'ow, now and wow' books allow individual reflections, which are captured highlighting personal growth and some spiritual development. However, pupils and adults do not have a shared understanding of spirituality and spiritual occasions are not embedded in the curriculum.

Staff appreciate that the school is well led and leaders are mindful of workload, this ensures staff feel valued. School governors and Embrace multi-academy trust (MAT) have a deep concern for the mental health and wellbeing of the school community. They believe with sincerity that their actions should reflect the school's vision. Staff relationships are good. Mutual respect, professional development and the support of other colleagues are reasons staff remain at the school. Morale is, therefore high.

Building on the vision, collective worship is carefully planned and integral to the school day. This means that growing ideas such as thankfulness and love are built upon. Time is given for personal reflection to encourage pupils to think beyond themselves. Worship leaders consider carefully the language they use during worship. This results in adults and pupils knowing that they are included and invited to participate. As a result of this inclusive approach, pupils speak positively of how worship makes them feel inspired to act. The school community enjoys the opportunity of gathering and reflecting on something beyond the self. Pupils and staff participate in a calm, reflective atmosphere of respect and response. Through partnerships with, and visitors from the local church, worship is enhanced. Worshipping at church allows the school to deepen community connections, allowing the vision to live beyond the immediate school walls. Parents are regularly invited to join worship. They appreciate the chance to join with the wider school.

Pupils' opportunities for leadership are developing. They take on roles across the school. Ambassadors spot pupils who live out the values throughout the school day. This creates a sense of belonging to a wider school community. Pupil leaders are confident about supporting local foodbank charities and being responsible and respectful to others. The values are lived out at home. Older pupils are supporting younger pupils hearing them read. Pupils' leadership opportunities help prepare them, in the words of the vision, to treat others, as they would wish to be treated. As a result, they know the power of their voice to care for others. However, much of the work has been focused on the immediate locality. This means, pupils have yet to see themselves as agents of positive change further afield. Nor are pupils taking an active role in thinking more globally.

RE is well led, planned and taught. Lessons are clearly sequenced, pupils are encouraged to ask questions and think deeply. Well-chosen and diverse resources enhance the curriculum. Leaders are ensuring that the subject is well resourced with the result that lessons are engaging. The RE lead is having training and support through the MAT. Pupils' enthusiasm about the importance of RE is evident in the positive way they speak about RE. Pupils understand the need to learn more about the subject so they can make sure they are respectful and knowledgeable. Pupils engage with a range of religions and worldviews, including Christianity. They are confident to ask searching

questions and discuss concepts knowing that their contributions are highly valued. Pupils are making progress because lessons are well sequenced to build on prior knowledge. Assessment systems contribute to learning progression. Leaders have ensured that learning is good. They are supporting planning by identifying clear key knowledge. Strong MAT support is contributing to the ongoing development of the teaching of RE.

These inspection findings indicate that St Peter's Church of England VA Primary school is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 17 June 2024 | URN | 146603 |
| VC/VA/Academy | Academy | Pupils on roll | 202 |
| Diocese | Leicester | | |
| MAT/Federation | Embrace Multi-Academy Trust | | |
| Headteacher | Paul Bolstridge | | |
| Chair | Russell Andrews | | |
| Inspector | Rebecca Dolby-Molson | No. | 2221 |