

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Edgmond Church of England Voluntary Controlled Primary School

Stackyard Lane, Edgmond, Newport. TF10 8JQ

Current SIAMS inspection grade	Outstanding
Diocese	Lichfield
Previous SIAMS inspection grade	Outstanding
Local authority	Telford and Wrekin
Date of inspection	12 October 2017
Date of last inspection	15 October 2012
Type of school and unique reference number	Primary Voluntary Controlled 123474
Headteacher	Caroline Hawkins
Inspector's name and number	The Revd Dr Jason Phillips 598

School context

St Peter's is an over-subscribed rural school of 208 pupils. Due to its popularity, it draws a large proportion of pupils from beyond its immediate catchment area. All markers of deprivation are well below the national average. Almost all pupils are White British. The proportion of pupils with a special educational need is below the national average. The school holds a raft of quality marks including the Inclusion Quality Mark. The benefice of churches is experiencing an interregnum at present.

The distinctiveness and effectiveness of St Peter's CE Primary as a Church of England school are outstanding

- The calm, caring, Christian leadership of the headteacher supported by a strong team of staff and governors ensures that Christian values are at the heart of all this school does, especially respect.
- Relationships at all levels are very strong, resulting in exemplary pupil behaviour and the development of high pupil self-esteem.
- Religious education (RE) makes a positive contribution to pupils' attitudes towards religion and religious ideas and to pupils' respect and empathy.
- Collective worship makes a positive impact upon pupils' sense of wellbeing and Christian community.
- Collective worship and RE effectively develops pupils' awareness of the Trinity, Christ and the Bible and their relevance to the school's Christian values and their own behaviour choices.
- The school's professional development effectively trains staff to be leaders of church schools.

Areas to improve

- Ensure all staff and governors undertake update training in using the SIAMS framework to make strategic decisions and evaluations, ensuring these are reported upon fully at each full local governor meetings.
- Develop a theological understanding of spirituality so that all members of the school community understand its implication for learning and daily life in a Church school.
- Broaden the school's provision further by ensuring pupils have a wide range of regular creative experiences to extend their understanding of Christianity, other world faiths and Britain as multicultural.

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

This is a wonderfully caring school which reflects its guiding biblical text in Galatians 5 that details the fruits of the Holy Spirit. These fruits are well developed and deeply embedded in the school's core Christian values of which respect is the key focus. The values are clearly expressed both in the inspiring learning environment and in practice. Each class has a Christian value as its primary focus. As a result, children fully understand how these Christian values can influence choices and attitudes and by the end of their time in school have a range of experiences to draw from. As one parent says, 'these values permeate everything, they are not just platitudes but are influencing the thinking and compassion of this place.' The exemplary care at the school results in a dedication by all to ensuring that the God-given potential of each child is realised. Consequently, the school shapes its learning experiences in the curriculum and beyond to promote the all-round development of the children. The spiritual, moral, social and cultural (SMSC) work of the school is highly developed and articulated in the all-round care of each child. Supported by recent work on different learning strategies and a high focus on the visual arts, SMSC provision results in confident, resilient, thoughtful and happy pupils. However, the theological underpinning of the school's spiritual development is not articulated as clearly as it might be. Further, the various approaches utilised in the school that enhance SMSC are not explained to stakeholders clearly enough in relation to spiritual growth. Consequently, this results in an element of incoherence of approach. Attainment at the school is amongst the highest nationally with pupils making at least good progress. This arises from teaching that is never less than good as well as a Christian learning environment that is positive. The headteacher models care for pupils and staff and this flows through the workings of the school and is exemplified in the conduct of the whole school community towards each other. The caring behaviour is shaped by the Christian values and biblical precedent learned about in RE and through collective worship. Anti-bullying and safeguarding practices are robust and reflect the Church of England's statement of best practice, 'Valuing all God's Children', so that children feel safe and secure. The caring nature of the school extends to supporting charitable concerns. Examples of this includes Wigs for Children and Comic Relief. These charitable endeavours reinforce the school's Christian values. The school exercises a firm but compassionate approach to attendance which is usually above average. Most absence is due to sickness or unauthorised holidays. RE has a most positive impact upon the nature of this school. It is effective in exciting pupils' understanding of various faiths and cultures as well as nurturing respect for others, for example topics on Hanukah and a Buddhism focus day. This results in pupils that confidently explore mystery and puzzling, for example, a group of year 6 pupils discussing the feminine nature of God within the Trinity and foundation stage pupils focussing on the ineffable name of God. An understanding and application of the school's core Christian values are clearly extended through RE lessons. Pupils have some sense of the diversity of Christianity, but this is under-developed, as are links with other multi-cultural Christian contexts within Britain. This limits pupils' full appreciation of the richness of the Christian tradition. Despite longstanding links, for example, with an orphanage in Grenada and a community in Sri Lanka, opportunities to fully extend pupils' multicultural experiences are not as developed as they could be. This limits pupils' multicultural awareness further.

The impact of collective worship on the school community is outstanding

Collective worship is a most joyful, positive and valued aspect of school life. It is inclusive and results in a strong sense of Christian community. Collective worship makes a significant contribution to the SMSC of pupils. This is because it promotes the school's Christian values and is underpinned carefully with biblical references. Further, it establishes purposeful links between the biblical texts and pupils' lives. This makes biblical principles directly relevant to the children. The school's mission statement states, 'we will enable the children to listen to God's word and understand how he wants us to be, developing a clear knowledge and understanding of the teachings of Jesus'. Collective worship makes a superb contribution to this mission enabling pupils to have a good awareness, from a low baseline, of biblical stories of God as creator, of Jesus Christ and how all this applies to them both in worship and in the daily lives of pupils and staff. Acts of worship increasingly develops awareness of the Trinity, extended through the focus on the Fruits of the Spirit. An example of this is the bringing together of symbols of the Trinity as three candles are lit to commence collective worship. Collective worship is well planned and effective, mainly utilising the 'Roots and Fruits' approach. Planning utilises the gifts of the local Methodist Minister, St Peter's Church, church members and clergy to develop the school's Anglican approach and collective worship provision. The use of liturgical colours, Anglican words and practices in collective worship such as the peace (Shalom) deepens pupils' awareness of the Anglican tradition. Collective worship also extends pupils' theological and religious vocabulary extending their ability to grapple with puzzling and mysterious concepts and supporting their religious literacy when in church. The planning enables celebration of key Christian festivals such as Easter and Christmas as well as local church traditions. This helps children and adults appreciate the rhythm of the Christian year and the Anglican liturgical tradition. Pupils have opportunities to be actively involved in collective worship including planning, leading and some limited evaluation. As a result, pupils feel that collective worship is something that they can influence and benefit from. Consequently, pupils have positive attitudes towards collective worship. This represents progress since the last inspection. The school provides some

opportunity for prayer and these are valued by pupils. The electronic/audio presentation of pupil prayers as classes gather for collective worship illustrates this. Reflection is a growing strength and is supported by the school's focus on mindfulness and calm brain approaches, for example. Governors and the collective worship leader monitor provision and outcomes ensuring collective worship is continually improving and meets statutory requirements. However, judgments against the SIAMS framework are not as nuanced as they might be, limiting the pace and focus of improvement from time to time. Similarly, the collection by governors of pupil perceptions is not as focussed as it might be to finely tune developments to pupil needs.

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

The care by the headteacher for pupils and staff is exceptional. Her Christian leadership consistently models and drives the school's Christian values. Her theological understanding for the workings of this school is clearly rooted in expressing the Fruits of the Holy Spirit, for example, peace, kindness and patience. As a result, the school is confident as a caring Christian community that lives and breathes a hospitable Christian tradition. Leaders have an exceptionally good knowledge of each child and therefore of the impact of the school's performance and distinctiveness on pupils. The school is monitored and evaluated by staff and governors to secure the good and usually outstanding progress of pupils. Attainment is amongst the highest nationally. Leaders ensure the curriculum is based upon current research so it is exciting. The curriculum inspires pupils to learn about their world and to develop their talents. It is a distinctly Christian curriculum where the Christian values are clearly taught and through which pupils' experience awe and wonder. This shapes their positive behaviour and promotes spiritual growth.

Governors monitor the school and use the evaluations to make the school even better. However, the use of the SIAMS framework by governors and middle leaders is not as rigorous as it might be. This limits the pace and focus of improvements at times. The leadership of RE and collective worship are well supported, for example, in recent training of the Understanding Christianity Resource. Leaders not only ensure statutory requirements are met but that RE and collective worship are quality experiences that shape the Christian character of the school. The school is proactive in developing the skills of all its staff including their leadership potential. This supports Christian leadership across the wider family of church schools. Links with the local benefice of churches, especially St Peter's, are mutually supportive and growing. The recently retired rector had a most positive impact in driving the church school links for the benefit of school, church and community. These links support the school's sense of being an Anglican community. Links with wider schools, the diocese, community groups and parents are most positive because the headteacher is proactive in prospering these relationships. This results in much goodwill towards this caring church school. Consequently, this school makes an outstanding contribution to the mission of the Diocese of Lichfield.

SIAMS Report October 2017, St Peter's Church of England VC Primary Edgmond, Newport TF10 8JQ