

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

### Christ Church St Peter's Church of England Primary School.

8 Rothley Road, Mountsorrel, Loughborough, Leicestershire, LE12 7JU

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| <b>Current SIAMS inspection grade</b>      | <b>Good</b>                                 |
| <b>Diocese</b>                             | <b>Leicester</b>                            |
| Previous SIAMS inspection grade            | Good  |
| Date of academy conversion                 | 1 December 2014                             |
| Name of multi-academy trust                | Diocese of Leicester Academies Trust (DLAT) |
| Date/s of inspection                       | 23 June 2017                                |
| Date of last inspection                    | 21 May 2012                                 |
| Type of school and unique reference number | Primary Academy 141222                      |
| Executive Head teacher<br>Head of school   | David Williams<br>Clare Cray                |
| Inspector's name and number                | Kathryn Allsopp 836                         |

#### School context

Christ Church St Peter's is a larger than average school serving the large village of Mountsorrel. The large majority of pupils are White British. The proportion of pupils with special educational needs is significantly above that of most other schools. The proportion of pupils known to be eligible for the pupil premium funding is above the national average. The substantive headteacher was appointed in 2012. In September 2016 he was appointed as executive head for this school and another in the Trust. The deputy headteacher was promoted to be head of school.

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

- Relationships within the whole school community are exemplary, reflecting its strong Christian character.
- The achievement of all children in all areas is good as a result of the strong Christian ethos that promotes an understanding and commitment to nurture each unique child.
- The leadership of collective worship and of religious education (RE) is robust in ensuring that provision and outcomes for learners are improving.
- The local churches work closely with the school; links are strong and benefit the children, their families and the wider community.

#### Areas to improve

- Develop the Christian leadership of the school at senior leadership level in light of recent structural changes.
- Increase opportunities for learners to plan worship in order to increase a sense of ownership and to enhance the impact of worship on pupils and the wider community.
- Embed recent changes to the RE curriculum including the introduction of 'Understanding Christianity' to improve the children's understanding of key Christian concepts.

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

Christ Church St Peter's provides a learning environment, which is built upon its Christian character. Leaders have created an 'inclusive, friendly' school where everyone feels 'safe, secure and that they belong'. The school's vision is underpinned by Christian values, which are represented by a beautiful piece of artwork in the school entrance hall, as a reminder to all. The Christian values of love, service, hope, forgiveness, perseverance and respect have been chosen by all stakeholders to be relevant to the learners and to 'help them as they go through life'. These values are evident in all aspects of the school's work and all members of the school community describe the significant impact they have upon behaviour, relationships and achievement. A good example of this is the improvement in behaviour since the school rules were rewritten to reflect the values. As a result, learners are able to describe the way that Christian values affect their decisions at school and they are also able to nominate each other for awards for demonstrating Christian values. Attendance is good and leaders are proactive in supporting parents when attendance becomes an issue. This is a school where each child is known and their needs and those of their families are well met. As a result the attainment and progress of most learners is good when compared to the national picture and staff are committed to improving this further. Parents value the 'nurturing' atmosphere and feel that their children 'are being taught by well qualified and skilled staff that go the extra mile'. Learners are confident and enthusiastic. They benefit from a rich curriculum with many enrichment activities. Vibrant displays around the school celebrate pupil's achievement and support their development; Displays also promote the Christian character of the school. This together with collective worship and RE contribute to the spiritual development of all learners and as a result pupils are able to describe their feelings and ideas clearly. Pupils enjoy RE and with the introduction of 'Understanding Christianity', a new diocesan initiative, pupils are beginning to gain a much deeper grasp of key Christian concepts. Year 6 pupils are gaining confidence in using religious language such as 'salvation'. They demonstrate cultural awareness as a result of work in RE on Hinduism and Islam, visits to different places of worship and the wider curriculum and state 'it is important to be caring to everyone, even if they are different'.

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

Pupils describe collective worship as a time, 'when the whole school learns about God'. A stained glass panel featuring the cross is lit to provide a focal point for worship and for reflection signalling this is 'a special time'. Worship is Christian in nature and is based upon the themes suggested by the Diocesan Board of Education (DBE) and Christian values together with special events from the Christian calendar. The co-ordinator, together with an impressive range of local clergy and church representatives from the four local churches plan, lead and evaluate worship. All members of the teaching staff lead worship. This makes it relevant to learners personally and learners say it helps them 'to think about the sort of people we want to be'. For example, the story of the Good Samaritan prompted the following response 'I want to be like that, I want to help people whoever they are' demonstrating a clear understanding that the story is about prejudice.

Parents attend celebration services and church services, numbers attending have increased and parents describes worship as 'moving'. The school also reaches out to the community and fine examples of this are the service of Remembrance at St. Peter's Church, the act of Remembrance in The Peace Garden, and the 'Easter Experience' held in the village leisure centre. Members of the community value and enjoy the opportunity to worship alongside the pupils.

Pupils enjoy worship, they are keen to contribute, listen with respect and answer questions in an open and thoughtful manner. In the worship observed, the quality of singing was exceptional and learners also demonstrated care for one another and pride in each other's achievements. Relationships across the school are very good. Parents state 'children look after each other' and all members of the community attribute this caring attitude to the school's Christian values and to collective worship.

Pupils recognise the importance of prayer in their lives describing it as a way 'to talk to God', say 'thank you', 'ask for forgiveness or help' or 'to pray for others'. Prayers are said throughout the day including the Lord's Prayer, lunchtime prayer and prayer for the end of the day. Staff are also invited to join a prayer meeting led by the local incumbent at the school and a number take up this opportunity. Children write their own prayers and they explain that prayers can be said 'anywhere at anytime'. The reflection areas in the classroom provide an excellent focus for prayer and contemplation and are valued by all members of the community. Pupils described using them 'when I need to think' and 'when I have a worry I leave a prayer on the tree'. Learners can describe the life of Jesus and understand his importance to Christians stating 'He was God who came to earth as a person'. They know the term Trinity and Year 6 pupils explain 'He's father, son and Holy Spirit.'

Children have regular opportunities to worship in all the local churches during the school year and as a result, some attend services with their families at other times. Regular monitoring and evaluation of worship also takes place and as a result, whilst Year 6 children plan and lead worship at key times, they have asked to be more involved in daily worship and this is an area that has therefore been identified for further development.

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

Leaders share a clear Christian vision for the school based upon Christian values and biblical teaching. The vision statement 'Aiming High & Caring for Everyone' is clearly stated on its website and in the school. It is linked to specific Bible verses and shared by all staff and governors. As a result, the vision underpins all aspects of the work of the school and all learners make good progress from their starting points. The school provides excellent opportunities to promote the wellbeing of individuals, as well as additional support for those who are vulnerable. Pupils enjoy school and their parents describe the school, as 'an inclusive and nurturing school' where staff are 'open and approachable' and 'children look after each other'.

The headteacher and head of school provide strong leadership and have evaluated the school's Christian distinctiveness accurately with staff and governors. However, recent changes in leadership means that the current leaders have not had access to training in the leadership of church schools. They ensure that all staff are good teachers committed to the development of each child in its widest sense. All stakeholders are involved in evaluating the work of the school. Governors have a clear idea of the impact of the Christian character on the personal development of learners but they do not confidently link it to standards of achievement.

Collective worship and RE have high status in school and meet statutory requirements. The co-ordinator of RE and collective worship provides strong leadership. She is well supported in her role by senior leaders, the school improvement officer from the Diocese of Leicester Academies Trust (DLAT), the local clergy and the foundation governors. As a result of this support she has a clear understanding of the strengths and the areas for improvement. She is clear about future development points in light of local and national policy. A good example of this is the introduction of the 'Understanding Christianity' materials in line with Diocesan Board of Education (DBE) policy, which will be implemented further next year. She has attended INSET led by the DBE and cascaded it to staff and as a result pupils describe enjoying a wide variety of activities in their RE lessons such as art, drama, singing and discussion.

The local clergy and members of the church communities play an active part in the life of the school, leading and planning worship, contributing to RE lessons and as governors. The school is justifiably proud of its good relationship with the four local churches and the wider community and parents value this saying 'they meet other adults who look after them'. Church, school and community links are very strong, with lots of joint services and events. Parents worship alongside their children on a regular basis and value these opportunities. The relationships are mutually beneficial with examples of increasing numbers at 'Messy church', the 'Fun at Four club', baptisms and joint charitable work. A good example of this is the Water Aid project where school and church raised money to provide clean water in developing countries.

Leaders are committed to the school's Church distinctiveness. Since the last inspection the school has joined the Diocese of Leicester Academies Trust and are taking an active part in the work of the Trust, leading the inclusion and assessment groups and by also supporting the governance and leadership of other member schools.