

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School			
Address	Barn Lane, Moor Lane, Budleigh Salterton EX9 6QF		
Date of inspection	27 February 2019	Status of school	VA primary
Diocese	Exeter	URN	113425

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

St Peter's is an average-sized primary school with 288 pupils on roll and 54 pupils in the nursery. The majority of the pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. There have been significant changes in leadership, staffing and governance since the previous denominational inspection, with a new headteacher and incumbent in post.

The school's Christian vision

Growing Together in Mind, Body and Spirit, we live life in all its fullness.

Key findings

- The dedicated leadership of the headteacher, driven by the school's Christian vision, ensures a loving and nurturing environment where the success of the everyday is celebrated and all flourish on the journey towards becoming a great school. This is supported by the whole school community. However, this has yet to be embedded to inform the wider curriculum.
- Pastoral care in this Christian community is transformative and genuinely supportive of the staff, not least through the work of the 'guardian angels'. The mental health and wellbeing of the pupils and their families is nurtured very well.
- The good partnership between the local churches and this school embodies the different expressions of Christianity in the community, enriching worship and nourishing the spiritual journeys of all.
- Pupils live out their core Christian values and are active in making a difference in their community and caring for their local environment. A highlight is the monthly beach clean.

- Collective worship and religious education [RE] are passionately led and offer a safe place for thinking and reflecting on the big questions in life that nurtures spiritual development. However, there are still improvements to be made in both collective worship and RE.

Areas for development

- Deepen pupils' encounter with a wider range of faiths, beliefs and cultures to broaden their experience of diversity and nurture their spiritual and cultural development.
- Develop pupils' ability to identify how to move their learning forward in RE to enable greater progress.
- Extend pupils' leadership roles in collective worship to help shape planning and development.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The passion to grow together in mind, body and spirit powerfully sustains the journey which St Peter's is on. Following a time of significant change, all have embraced the school's Christian vision which drives strategic decisions and is integral to all school life. The vision is underpinned by the Christian ethos of love, compassion and thankfulness which invests heavily in staff, parents and pupils. Within this loving and nurturing community, all are welcomed and cherished and so flourish well. This is because good leadership engenders a sense of belonging and family enabling all to grow together and live life to the full. The governors' commitment to appoint specialist staff for emotional wellbeing as well as music and sport is enabling pupils to grow in their self-esteem. This reaches well beyond their academic achievement so all flourish. Staff training, coaching and mentoring is effectively supported by the diocese, the school's leaders and the clergy. This means that even the newest members of staff understand their roles and responsibilities. A robust monitoring cycle and half termly ethos group meetings inform Church school improvement well. All areas from the previous inspection have been addressed, with a new ethos plan to help engrain the vision.

Each individual is seen through God's eyes and valued for what they bring so all can grow together in mind, body and spirit. Pupils are helped to believe in themselves and become champions for learning. As a result, attendance is very good for all, including the most vulnerable because they value the school. Current data is showing an improving trend with all pupils making better progress from their starting points. Significant support for any disadvantaged or vulnerable pupils with bespoke interventions, focusing on areas to develop, enables all to flourish. For example, pupils speak of learning from their mistakes, with some relating 'going down into the ditch and climbing up'. Musical and sporting provision is very much part of that support as the school vision recognises every aspect of achievement in body and spirit. A specialist teacher coaches staff and families to be confident and teaches classes resilience. Pupils' academic and personal development is successfully met within a broad, balanced and creative curriculum which reflects its Christian vision in action. Pupils are very good at encouraging one another and finding sustaining strengths in living life to the full to be the best they can be. This is confirmed by parents who testify to the progress their children make because the school's vision allows them to flourish in body, mind and spirit. Good use of local natural areas, such as the beach and forest, enriches the spiritual journeys of all. The inclusive approach to spirituality believes it continually takes place in all aspects of life and ensures space is provided throughout an enriched curriculum.

A strong sense of justice, emanating from the school council, prevails in pupils' concern for world problems, such as pollution. Driven by compassion, they are actively making a difference as eco champions in their local community and caring for their environment. As agents of change, they carry

out a monthly beach clean, regularly go litter picking and help support the homeless in practical ways. They look beyond themselves to develop an understanding of disadvantage, deprivation and exploitation of the natural world. This is confirmed in well used reflection areas, positive press releases and thoughtful discussions in RE lessons. Inspired by their vision and values, pupils firmly identify with being a good neighbour and follow Jesus' teaching. For example, across the school pupils' work on creation inspired the Harvest service at St Peter's Church and support for the local food bank.

Transformative pastoral care helps everyone to believe in themselves because the whole school approach is to support and love the individual. Staff treat everyone as equals and 'live out togetherness', each being a 'guardian angel' for a fellow staff member. This involves offering support, being a listening ear and celebrating successes together. Positivity and behaviour amongst pupils is very good because inclusivity and respect is embedded in the life of the school. Pupils know 'this is their home' and their voice is paramount. This takes place within a restorative community where forgiveness is modelled and good mental health and wellbeing is supported. Good role models ensure a sense of self-worth and a respect for diversity which nurtures positive relationships within a safe space. There is much acceptance and support for pupils and their families to accommodate any difference in ways of living. This stems from love [The Lost Son], compassion [The Good Samaritan] and thankfulness [The Ten Lepers] and is embodied in care, empathy and respect.

The strong culture of prayer is integral to collective worship and includes the Lord's Prayer, the Grace and St Peter's prayer. As the only school in the town, worship reflects its broad community and different expressions of Christianity in worship. The local Baptist Church and the newer Anglican clergy team as part of the Raleigh Mission community are most active. Worship extends beyond the school through the weekly Wave café, supporting parents, and the 6 zone for older pupils. In terms of living life in all its fullness, clergy explain, 'We journey with them in the wow and now'. Local churches provide an 'Open the Book' team, leading worship fortnightly which enables the whole community to engage with Bible stories together. Recent stories helping pupils to live their lives include Nehemiah and the wise and foolish builders. Themes express the school's vision, such as the 40 Acts of generosity in sharing the light of Jesus to enable mind, body and spirit flourishing. These foster a lasting pride in doing a good deed as well as a sense of wellbeing and worth and a new feeling of belonging. Pupils are actively involved in worship, providing valuable feedback. For example, they cite 'learning new songs, linked to God and Jesus which have a special meaning'. Many pupils play music in worship on the instruments they are learning, such as the trombone or saxophone. Currently, there is little opportunity for pupils to help plan and evaluate worship and so the opportunities to develop leadership roles are limited.

RE at St Peter's is inspiring as RE is seen as an expression of their Christian vision. Pupils say, 'our actions grow together like a tree' as they grow and flourish together in mind, body and spirit. Effective curriculum planning ensures pupils use higher order thinking skills of application and evaluation to develop their own understanding. All pupils, especially the most vulnerable, reflect deeply. They ask the big questions of life within a supportive environment, such as, 'Is God just holy?' Lessons challenge and interest pupils and show progression from critically engaging with biblical text to social action and make connections with collective worship. Both mind and spirit are challenged. Pupils' views are gathered through pupil conferencing and class scrapbooks. As pupils reflect, they explain, 'We listen to each other's sides and make connections to what we know' and show respect. RE supports and resources staff well with clear priorities for action. The RE subject leader benefits from sharing good practice at the local hub meetings, inspired by the Learn Teach Lead RE [LTLRE] project.



The effectiveness of RE is Good

ONLY

The quality of teaching and learning is consistently good. Monitoring and assessment is well embedded, with ongoing support from the diocese and the ethos group. Standards in RE are in line with other core subjects. Currently, pupils' ability to reflect and identify how to move their learning forward to enable greater progress is limited. Pupils give a thoughtful account of Christianity and are growing in their understanding of different beliefs, reflecting on what they, others and the world sees. However, opportunities to encounter a wider range of people of faith are limited.

Headteacher

Steve Hitchcock

Inspector's name and number

Lizzie McWhirter 244