

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary Academy Market Bosworth				
Address	Station Road, Market Bosworth, Nuneaton, Warwickshire. CV13 0NP			
Date of inspection	18 June 2019	Status of school	Academy inspected as voluntary aided.	
Diocese	Leicester	URN	139098	

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

School context

St Peter's is a primary school with 253 pupils on roll. The majority of 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 is above national averages. The school became a stand-alone academy in December 2012 and the current headteacher has been in post since September 2016. The school was judged to be good by Ofsted in March 2018.

The school's Christian vision 'Inspiring learning for life'

At St. Peter's we are committed to inspiring, educating and developing children to become successful and lifelong learners, and secure in the Christian belief that each person is created in God's image to be unique, special and equally valued. We will inspire all our children to be confident individuals that develop into successful learners who make a positive contribution, following the example of St Peter and experiencing the distinctive Christian ethos and values through which they can learn to work hard and to care for others and their surroundings.

Key findings

- The school's Christian vision is based upon its local context. It uses the life of St Peter as a model and is articulated well by school leaders. It is based upon biblical text and guides the work of the school and those within it. However, it is not yet understood by all in the school community.
- The headteacher provides strong leadership rooted in Christian principles. She is moving the school forward with passion, commitment and drive.
- This is an inclusive school where everyone is valued as a unique individual and the needs of all pupils are being met, ensuring all flourish.
- Relationships are strong across the school community including the relationship with the local church.
- The teaching of religious education (RE) is a strength and is making a good contribution to the Christian vision. Children are enthusiastic and engaged and the RE lead is providing good leadership.

Areas for development

- Ensure that the newly developed vision and ensuing values are explicit, clearly understood and expressed by the whole school community in order to inform the development of school policies and practice.
- Develop collective worship further by using the expertise of staff, governors and clergy in the planning, delivery and evaluation of worship.
- Develop the relationship and behaviour policy to reflect the Christian vision and thereby strengthen existing good practice.
- Raise standards in RE by embedding the new assessment system and develop teachers' understanding by moderating with other Church schools.

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

St Peter's is an inclusive school where everyone feels valued and welcome. The headteacher provides strong Christian leadership, stating we are 'focused on every child, every member of staff, the school community as a whole'. Recently the school has revisited its vision which uses St Peter as a role model for all. The St Peter's Way, a school charter, acts as a reminder to all about Christian values that will help them to flourish personally and academically. Children are knowledgeable about St Peter's life and describe how his example helps them 'to behave and work in school'. Leaders, however, acknowledge that the vision is not fully embedded and therefore not clearly articulated by all.

Governors know the school well and have a thorough knowledge of improvement work. They describe how 'the school vision influences every decision' they make and are involved in monitoring and evaluation. For example, the annual parental questionnaire confirmed that a large majority of parents acknowledge and value the 'Christian ethos promoted by the school'. Leaders have also ensured that recommendations from the last inspection have been addressed.

Standards of attainment and progress are in line or above national, however, leaders are not complacent and are ambitious for all their pupils. They are working hard to develop the quality of teaching so that more children are working at greater depth and /or making expected progress. This is supported through partnership with Forest Way Teaching School Alliance and the Bosworth Education Partnership. Pupils benefit from a broad and balanced curriculum with many enrichment opportunities. The school grounds and building are being developed to provide a high-quality learning environment with a new ICT suite and area for forest school work. Robust tracking involving staff and parents ensures all children's needs are met and effective action is taken quickly to resolve any concerns. The provision for children with additional learning and personal needs is strong and in line with the school's vision. The school works with a wide range of specialist agencies ensuring individual pupils flourish, making it a popular choice with parents.

The school has strong links with the local church. The incumbent plays an active part in the life of the school, leading worship, contributing to RE and is a governor. Church events are publicised in the school newsletter and as a result some families attend church events. A number of children from the school are also members of the Dixie scholars, the church choir. Church and school have worked on joint charitable projects. The school also enjoys a good relationship with the Diocesan Board of Education (DBE). Staff and governors attend training and as a result are aware of the latest inspection framework. Pupils benefit from attending DBE services such as the advent service.

The school places great importance on pupil's character and moral development. Pupils support many charitable causes and challenge injustice and ethical issues through supporting a local foodbank and challenging the use of plastic milk bottles. The school has recently been awarded a bronze eco award. Children state the Bible 'teaches us to treat each other as we would like to be treated'. The new school behaviour and relationships policy, underpinned by the school's Christian vision, celebrates good behaviours and making the right choices. As a result, relationships are strong and children state 'People are kind in this school, it is rare for them to be unkind.'

Leaders know the children and their families well, recognising them as 'unique and special'. Emotional needs are a high priority with strong provision including one-to-one support from school staff and from external agencies when needed. The school environment is being used to the full with quiet spaces and a separate building being developed as a nurture room. All members of the school community talk about the support given to them individually.

The statutory requirements for collective worship are being met. A worship table shows that this is a special time and pupils describe it as a time 'to come together to learn about God'. Worship is Christian in nature and is based upon the themes suggested by the DBE. As a result, children have a good knowledge of the Bible, in particular the life of Jesus and talk readily about events in his life. Elements of Anglican worship are used including 'gathering and sending' with many children adding to a reflection sheet about the Trinity during the school day. Opportunities are

also provided for silence, prayer and reflection, enabling pupils to appreciate different aspects of Christian worship. Worship includes music and special events from the Christian calendar. It is planned by the head teacher and led by senior leaders, all members of the teaching staff and the incumbent. The minister from the Free Church has also led worship recently. This makes it personally relevant to learners and they say it helps them 'to be kind, to treat others how you would want to be treated'. Parents attend celebration services and church services and value this opportunity. Pupils recognise the importance of prayer in their lives describing it as a time 'to talk to God'. Prayers are said throughout the day and pupils explain that prayers can be said to 'ask for advice, say thank you and to ask for forgiveness'. Children's own prayers are displayed in class prayer books and around the school. Reflection spaces are evident and pupils recognise that they 'can pray in the quiet area, reflection areas - anywhere'. Pupils have many opportunities to participate in worship and do so readily, but the school acknowledges that they have had limited opportunity to plan worship independently.

The teaching of RE is a strength and is making a good contribution to the Christian vision of the school and to children's spiritual development. The school is full of high-quality displays celebrating pupils' RE work. The use of big questions in teaching and the opportunity to discuss means that pupils are knowledgeable and confident to share their ideas. Work in RE books is of a high standard and demonstrates the range of different activities used including writing, artwork, drama, debate. The co-ordinator of RE is experienced and has successfully introduced Understanding Christianity and the locally agreed RE syllabus. She has attended DBE training and cascaded this to teachers. She attends the local RE network, where good practice and recent developments are shared. As a result, children's understanding of key Christian concepts is developing and children confidently talk about the areas they have covered such as creation or salvation, which they explain as 'Jesus saving someone'. Pupils demonstrate a respectful awareness of a range of religions. Their depth of knowledge and understanding of religions other than Christianity is good. Pupils have opportunities to visit a range of places of worship and have also been visited by members of other faith communities.



The effectiveness of RE is Good

Good quality teaching ensures that standards in RE compare well to standards in other subjects and that children are making good progress. Good quality marking and a new assessment system is helping to raise standards further. The RE leader, supported by the headteacher and incumbent, accurately monitors teaching and learning in RE using a range of activities including pupil discussions and book trawls. As a consequence, she has accurately evaluated the subject and drawn up appropriate improvement plans. This enables all pupils to flourish academically in RE.

Headteacher	Liz Blacklock
Inspector's name and number	Kathryn Allsopp 836