

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School	
Address	Kildare Street, Hindley, Wigan, WA2 3HY

School vision

St. Peter's Church of England Primary School is a safe and trusting place where we learn, grow and thrive together: striving for excellence in all things. We are a community working together to provide a loving, inspiring and inclusive school. By encouraging resilience, opportunity and respect we are supporting the navigation through the journey of life. Following the guidance of Jesus, we aim to be the key to the future. 'I will strengthen and help you' Isaiah 41:10.

School strengths

- The impact of the school's Christian vision and underpinning values, radiate into this inclusive and caring community. This enables pupils and adults to flourish.
- The trust and leaders have made bold decisions in creating a new school curriculum that is inspired by the vision. Pupils enjoy and are motivated in their studies, and as a result are able to thrive.
- Rich provision for collective worship promotes the vision and values and is at the heart of the school. This inspires pupils and adults and gives them guidance on how to live their lives.
- The Christian vision underpins the highly inclusive nature of the school. Arrangements for pupils, including those with special educational needs and/or disabilities (SEND), enables them to thrive.
- Strong leadership of religious education (RE) ensures high quality provision for the subject. This, alongside a carefully planned curriculum, ensures that pupils demonstrate strong religious literacy and a sound understanding of beliefs and practice.

Areas for development

- Gain a deeper understanding, and a shared vocabulary to further develop spirituality throughout the curriculum. This is to enhance the breadth and depth of pupils' experiences and responses.
- Broaden and extend pupils' generous response to disadvantage and injustice by enabling them to become independent advocates for change.

Inspection findings

A strong sense of moral purpose motivates those leading and governing this happy and inclusive church school. The Christian vision shines through daily life, underpinning policies, decisions and practices, and transforms lives. This ensures that pupils and adults are able to flourish. Supported by the trust, leaders have established a vision that creates a warm and welcoming school community. It is meaningfully lived out through deeply cherished Christian values. These are rooted in the bible and tangibly woven through all aspects of school life. Because of this, adults and pupils know what it means to be well supported, lovingly challenged and celebrated. Pupils know that 'God will strengthen and help us.' Trust is a key value that is lived well and experienced throughout school life. This supports pupils' resilience both within school and in the wider community. Leaders, including governors, understand their school circumstances. Their ethos of servant leadership that underpins the vision, ensures that the school community is well served. The vision inspires teachers and helps staff to know, understand and support pupils and their families well. This is appreciated by parents and promotes pupils' social and emotional flourishing. It has positive impact on wellbeing and learning. This flourishing is due to the kindness of staff and other pupils.

A new curriculum is expertly crafted around the Christian vision and unique context of the school. It is ambitious for pupils and enables them to flourish in their learning. Being part of a Church trust enables leaders to commit time and resources to support development of key skills. These enable pupils, to access the whole curriculum. Christian values are interwoven throughout, supporting the vision. This empowers staff to nurture the potential of each individual giving them the 'key to the future'. They access pertinent professional development from the trust and diocese which ensures they feel confident to support heightened aspirations for pupils. The vision inspires a range of educational visits and enrichment activities that contribute to the wider curriculum. These support pupils' social, emotional, spiritual and personal development and contribute significantly to their flourishing.

Invitational and inclusive, collective worship is enthusiastically led by a range of adults, with meaningful contributions from pupils. This deepens the engagement of the school community. Music plays a pivotal role in worship. Pupils and adults joyfully immerse themselves in singing and this emotionally connects worshippers. The prayer life of the school permeates the day. This supports the vision by teaching the power of prayer and building a relationship with God. A weekly pattern of worship includes the school's Christian values, important questions of life, church festivals and current events. Parish members support the school in delivering these gathered times. Worshipping in church is valued by the whole community. It offers scope for pupils and adults to be moved, challenged and encouraged in their individual life journeys. The pupils talk about their learning in worship outside of school and value this time. Pupils are supported to thrive spiritually, although a shared understanding of spirituality and the vocabulary to articulate this, is not yet developed. A half-termly service of compline is deeply valued. This has been proudly written by pupils and gives the school community an opportunity to come together in stillness and quiet reflection. This supports spiritual flourishing for adults and pupils.

Leaders are passionately ambitious in securing the best possible future for everyone. A significant focus of the Christian vision is on removing the barriers to success for all. This is evident in all aspects of school life. It creates an inclusive school where pupils, including those who are vulnerable or with SEND, are welcomed. Staff value the ways in which the vision embraces everyone. They are supported with care by leaders and governors, which enables them to model positive relationships.

Highly supportive and trusting relationships bind this aspirational school community together. This results in excellent relationships and high staff morale. A strong sense of community is tangible and staff, pupils and their families feel a sense of belonging. Leaders prioritise wellbeing, both physical and mental. Staff are encouraged and supported professionally, as well as personally. Thus, they are a committed and hopeful team, infusing their pupils with confidence and self-worth. Leaders and staff tirelessly promote inclusion. More vulnerable pupils and those with SEND are welcomed and supported well. As a result, pupils are active, confident and curious learners. They love coming to school and engage enthusiastically in lessons and the wider life of the community. They feel safe and look after each other in friendship and respect. Pupils understand that they may not share the same views as others but know that everyone's opinion is important.

Opportunities to teach pupils about courageous advocacy are woven throughout the curriculum. They are taught about discrimination and the value of each individual. Pupils and staff are keen to make a positive difference to their local community such as with the litter picking groups. Parish members value this connection. Ongoing school support for the staff and residents in the neighbouring hospice is profoundly rewarding for both the school and those at the hospice. This community link is deeply cherished. A parent told of how their son was supported by school in his desire to have pupils collect shoeboxes of presents at Christmas for those less fortunate. Staff supported the development of this initiative which has become an annual event. However, there is no

structured approach to broaden and extend opportunities for pupils to challenge injustice and make a difference.

School and trust leaders ensure that RE provision and profile reflect its place as an academic subject in a Church school. RE is effective because it is skilfully and enthusiastically led and resourced appropriately. Leaders ensure that teachers access training through the diocese. Consequently, the subject is enjoyed by pupils and teaching staff. Inspired by the vision, a carefully planned and balanced curriculum is well embedded. Sequenced units of work develop pupils' learning over time and allow them to make good progress. Pupils are challenged in their thinking. As a result, they demonstrate well-developed religious literacy and a sound understanding of beliefs and practice. RE books demonstrate high expectations by teachers with ongoing assessment building on prior learning. Regular moderation takes place across the trust and in school cluster groups. This promotes high standards. Pupils have opportunities to respond to challenging questions that require a safe place to explore and debate.

St Peter's Church of England Primary School is living up to its foundations as a Church school.

Information			
School	St Peter's Church of England Primary School	Inspection date	12 March 2024
URN	141643	VC/VA/Academy	VA
Diocese	Liverpool	Pupils on roll	290
MAT	QUEST		
Headteacher	Nicola Green		
Associate Headteacher	Laura James		
Chair of Governors	Lillian Worthington		
Inspector	Susan Sullivan	No.	C23/24