

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School

Address	Belford Road, Harrogate, HG1 1JA		
Date of inspection	14 March 2019	Status of school	MAT Academy
Diocese / Methodist District	Leeds	URN	142148

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent

School context

St Peter's is an above average sized primary school with 283 pupils on roll. It serves the town centre of Harrogate but draws from across the district, educating children from a diverse set of backgrounds. The school converted to become part of the Yorkshire Causeway Multi Academy Trust in 2016. The pupils enter school broadly at expected levels. The number of those identified as disadvantaged is below national, but rising. The proportion of pupils who have special educational needs and/or disabilities (SEND) is rising but still below the national average. Ofsted judges the school as good.

The school's Christian vision

We want our children (and adults) to SHINE! St Peter's provide this by offering:
Spiritual, caring community. Happy, healthy and safe. Inclusive and respectful. Nurturing confidence.
Education to achieve. Luke 8 verse 16

Key findings

- The embedded vision statement is clearly articulated by all and is the foundation and backbone of the school from which everything radiates.
- Courageous and highly effective leaders and governors, who ensure the school's Christian vision and distinctiveness, drive school improvement and decision making.
- The many and varied contributions pupils make to the living out of the overtly Christian vision in the life of school, through their leadership and projects, demonstrates Christian love, care and compassion.
- Invitational and inclusive collective worship clearly supporting the Christian distinctiveness of the school and linked to scripture, which inspires and gives opportunities for all to develop spiritually.
- St Peter's Primary School cherishes the worth of each member of the school community and demonstrates both care and support to the most vulnerable pupils, those with special educational needs and their families.

Areas for development

- Enhance teachers' pedagogical knowledge in RE to enable a consistent approach to effective questioning that supports pupils' philosophical and sociological understanding of religion and belief at all levels.
- For pupils to have more frequent opportunities to plan and deliver collective worship resulting in an increased ownership of the themes to further develop spirituality across the school community.

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 highly effective leadership at all levels at St Peter's ensures that the distinctively Christian vision supports the well-established Christian ethos of the school. Inclusiveness, Christian love, care and compassion for the school community, and the area it serves, ensures its overtly Christian mission is highly effective, appreciated and makes a difference to people's lives. Parents speak of times when staff have gone over and above what they would expect of them to support the needs of their families and children. They say the school is a "shining example of a caring and compassionate school". Christian love and care runs intrinsically through the whole school demonstrated by office staff saying "Send them our love" when someone is ill. Governors and school leaders clearly articulate and demonstrate how all key decisions, processes and policies radiate from their shared vision. Governors rigorously measure the impact of the vision statement reflecting on its impact in their termly meetings which are then reported to the board of trustees.

The entire school community embraces and owns their Christian vision which naturally flows through the day to day life of the school and the curriculum it delivers. Their focus on the importance of each pupil being able to 'SHINE' is demonstrated in the evaluative way they look at data and the way the curriculum is being developed to meet the needs of all. Headline published data is scrutinised and evaluated thoroughly. Leaders and governors are responsive to the changing demographics of the school. The growing numbers of children who speak English as an additional language and those with education and health care plans have led to changes to the building and staffing. These changes and well targeted support programmes ensure all have access to highly effective, appropriate personalised provision, resulting in the most vulnerable making equally good progress to that of their peers. Leaders, including governors, are knowledgeable about each cohort and make strategic decisions to ensure all pupils make good progress. They made the decision to keep pupil teacher ratios low to ensure all pupils receive the best education possible. Through careful tracking processes, gaps in learning are identified and interventions are put into place so that all can achieve. Vulnerable groups are clearly identified resulting in the Christian care and support the school gives to the most vulnerable pupils and their families, including those with special educational needs, being one of its strengths.

The Christian vision of the school results in leaders prioritising good mental health and wellbeing for everyone. The school truly reflects a loving Christian family where all work together and support each other. They share each other's joys and support each other through life's difficulties and challenges. This in no way excludes new members of the community. A recently appointed member of staff stated that the Christian ethos is seen and felt naturally throughout the school. The leaders care and are visible daily to support. Christian distinctiveness and values are fundamental in the appointment of and induction of staff. Parents know and appreciate that school is a safe and secure environment in which their children can flourish, and speak of how this reflects the Christian vision of the school. The pupils and their families are supported by staff who show each of them Christian love and care. Pastoral support is readily available for any who need it. Pupils behave exceptionally well. The few who struggle are nurtured and loved by staff and peers reflecting the Christian vision of the school being a happy and safe place for all. All pupils have access to the daily worry club where they can find support. They know that they will be given strategies to help them to work through their issue with someone they trust resulting in them feeling more resilient. Pupils describe how accessible reflective areas around school and sensory room provide quiet spaces for them all. As a result, the supportive and respectful harmony of the school is effective, inclusive, welcoming and impressive.

The school's curriculum, which is broad and balanced, is crafted around the needs of the school community. Spiritual growth naturally develops across the entire school because of this effective questioning curriculum. Its distinctive personal, social, health and citizenship education (PSHCE), worship and religious education are clearly linked to the wider curriculum and support the schools clear Christian vision. The recent adoption of The Diocese of Leeds syllabus for Religious Education and the Understanding Christianity resource has resulted in the use of higher order thinking skills stretching and weaving across the school's curriculum. Pupils are regularly challenged to answer life's 'big' questions. They show maturity in their responses, effortless questioning and a real love of learning. Pupils know the Bible well, making links to the Bible stories shared during worship, and make mature comparison to other religions and cultures. Attainment and assessment of progress in RE are in line with other areas of the curriculum. Assessment is used effectively to build on prior learning. Vulnerable pupils have equal opportunities to achieve and many find the subject liberating. Diversity is embraced and celebrated by all. The head teacher introduced the Stonewall project into school which challenges prejudice of any kind. She then disseminated the project to other schools locally. Elements of the project are evident around school including work in Early Years Foundation Stage entitled 'Different families, same love'. There are many examples of how

this project has supported both pupils and their families. Pupils receive appropriate relationships and sex education (RSE) that engenders informed respect and inclusion.

A strength of the school is the many and varied opportunities pupils have to lead and initiate activities. They show Christian love and care through their mature response to the social action activities they are involved with. They speak passionately about things they have done that have made a significant difference to the lives of other people. The young leaders group provided a Christmas lunch and musical events for people living in the neighbouring Alms houses. Globally, the worship leaders have organised social action projects including the 'Open Arms' children's project which helps to send children to school in Malawi. Pupils speak knowledgeably about their ongoing support of the project and the differences their contributions have made so far.

Attendance figures of 96.4% for the year 2017/2018 are in line with national averages. Reflecting the Christian values of love and care, attendance is sympathetically managed. Staff rigorously but sensitively track and follow up absences resulting in attendance overall being at the national average.

The importance of worship and prayer within the school community is evident and highly valued. Its impact can be seen in every area of the school, throughout the day. Links to Christian values and worship themes are made naturally by both adults and pupils within lessons and during unstructured times. Collective worship is led by the head teacher in partnership with the pupils who form the worship group. The pupils introduce and close worship and regularly collect evaluations of its impact. A governor works closely with the leaders in drawing together the evaluations and developing their understanding of Christian practice and experience. Their evaluations inform future developments to ensure there is impact for all worshippers. There is a clear structure to the worship including whole school worship, class worship, celebration events and a weekly focus on stories from The Bible. Within the acts of worship accessed during the inspection there were many and varied opportunities for all discuss, reflect and challenge each other. Pupils, including those from other faiths, speak comprehensively about collective worship giving many examples of the impact it has on their personal spiritual development. They speak maturely about how people of all faiths and none still feel included and that worship encompasses opportunities to celebrate the faith of others and make comparisons between different religions. Although pupils all participated in the Whoosh Bible stories worship which took place in the summer term, they would like more opportunities to lead the worship themselves. Worship is led regularly by clergy from St Peter's Parish Church

and the neighbouring United Reformed Church. Services at major Christian festivals take place in the St Peter's Church and parents value the opportunity to share the worship with their children. Pupils have opportunities to participate in larger shared services through the multi academy trust. The trust effectively supports and enhances the distinctively Christian ethos and mission of the school. Through working together, both within the parish supporting the work in the food bank and in the wider local area, many opportunities and projects have been accessed by the pupils resulting in them being able to 'SHINE' within a wider community. Diocesan links are strong: leaders regularly meet with their advisor and staff access appropriate training which contributes effectively to the highly skilled leadership of the school as a church school.

The highly effective restorative behaviour policy and practice shows clear links to the school's Christian values resulting in pupils exceptional behaviour. Pupils are taught about good and bad choices, how to disagree well and seek forgiveness. This is achieved by pupils using the very clear strategies they can employ to deal with failure, disappointment and disagreement. Everyone within the school community shows Christian love and care for each other. The older pupils ably support those who are younger in many ways. All pupils are members of small family groups which are in place across school and have a significant role in developing the Christian ethos of the school. Pupils speak of forgiveness and are eager to support those who struggle. Pupils feel very safe and well supported. They know who to go to if they need help.

Head teacher	Julia Collins
Inspector's name and number	Angela Knowles 497