



Statutory Inspection of Anglican and Methodist Schools (SIAMS)



St Peter & St Paul CE Academy Syston

'Learning for Life in a Changing World'

RESPECT HONESTY PERSEVERANCE



Self-Evaluation



2015 – 2017
Agreed - April 2015



Name of school: **St Peter & St Paul CE Academy**

URN:

Date of the last Section 48 inspection: **March 2012**

SCHOOL CONTEXT

[comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning.

- Our school converted to Academy Status in March 2013.
- We were the first school in Leicestershire to join the Leicester Diocesan Board of Education Multi Academy Trust a decision made to ensure that our Religious Status was not compromised but strengthened.
- In December 2014 we had a full Ofsted inspection and judged to be a 'Good' school.
- We are a larger than average primary school serving the village of Syston in Leicestershire.
- The children are aged 4 to 11 years.
- Most of our pupils are White British with a few from other backgrounds.
- Very few children speak English as an additional language.
- Pupils respect and speak positively about those from different backgrounds and cultures. The strong caring ethos of the school reflects and affirms diversity of language, culture and religion.
- ___% of our families recorded Christian
- ___% of our families recorded Hindu
- ___% of our families recorded Sikh
- ___% of our families recorded Muslim
- ___% of our families recorded no religion
- ___% other
- The proportion of disabled pupils and those who have special educational needs, including pupils with a statement of special educational needs, is broadly similar to the national average.
- The proportion of pupils known to be eligible for Free School Meals is below the national average.
- Our levels of attainment comfortably exceed the current floor standards set by the government, which determine the minimum expectations for pupils' attainment & progress.
- We have achieved a number of awards including an Intermediate International Award, National Healthy Schools Enhanced status, Active Mark Gold & an Eco-Schools Silver award.
- We provide wrap around care with a before and after school club on site called 'The SPSP Clubhouse'.
- As a church school the Governing Body comprises of over 50% Foundation Governors.

THE VISION AND VALUES OF THE SCHOOL

St Peter & St Paul's provides a nurturing and inclusive learning environment, which promotes its vision to pursue excellence in all things.

Our aim is to celebrate, grow, improve, care, aim high and achieve together.

The Governors, teachers, support staff, parent and pupils were involved in agreeing our Mission Statement, School Aims and our Core Values.

Mission Statement **'Learning for Life in a Changing World'**

School Aims

As a Church school we strive to provide an education of the highest quality and standard, based on Christian values. Staff, Governors, parents and pupils agree our aims which are reviewed annually.

At our school we aim:

- To be safe, happy and healthy.
- To care about each other and the community.
- To be motivated to be confident and independent.
- To enjoy exciting learning and celebrate success.
- To love God and love life.

SPSP Agreed Values: **RESPECT HONESTY PERSEVERANCE**

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

As a Church Academy in the DLAT the school is fully committed to its' Christian foundation.

All staff and Governors work co-operatively together with pupils and parents in a cohesive and mutually supportive environment, focusing strongly on Christian beliefs and values.

The Christian ethos of the school permeates all activities and strategies, providing an effective framework for the development of moral and spiritual awareness and understanding.

There are very strong and supportive links with the Leicester Diocesan Board of Education, as well as the clergy at both the local Anglican Parish and Methodist Church.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1:

Embed formal assessment procedures in Religious Education while continuing to raise standards of attainment in line with developments in English and Mathematics.

Action taken	Impact
Following the curriculum changes introduced in Sept 14 we have reviewed all aspects of assessment to ensure our strategies are effectively focused on raising standards. Staff have concentrated on introducing new tracking procedures based on 'Life without Levels' with the aim to ensure the good practice embed for English & Maths is systematically rolled out to other subjects with RE as a priority. The Target Tracker program has been introduced to ensure a robust system is in place. A variety of assessment procedures are used including observations of the T & L, learning walks, work scrutinies, pupil interviews and moderation of work. These are undertaken by the Headteacher, RE Coordinator, SLT and Foundation Governors.	All staff have benefitted from whole school inset which ensure that standards are year on year rising. RE has been recognised as a 'core' subject and is taught as a discrete lesson to ensure high standards are strived for and achieved. RE has been identified as a priority to implement assessment following the changes required to assessment procedures for English, Maths and Science. Our effort, initially employed for core subjects, has ensured that high standards of work are achieved in all subjects including RE. The SLT have a developing understanding of standards required and are working together to ensure pupils' progress is effectively recorded and assessment information is used purposefully.

Focus for development 2:

Develop learners' awareness, understanding and appreciation of global issues through the establishment of strong international links.

Action taken	Impact
School has a link with schools in both Tanzania & France. A team of staff from Tanzania spent a week in Syston before a teacher and member of support staff from our school spent a week in Tanzania.	Children and staff have been enthusiastically involved in developing the links with schools in Tanzania and France and work has enriched our curriculum. These projects provided a range of valuable opportunities for children to engage with pupils in Africa and France and supported our aim of developing learners' awareness and understanding of life in different places worldwide.

Focus for development 3:

Deepen partnerships with those parents who currently do not fully engage with the school.

Action taken	Impact
Setting up an Engaging Parents Working Group who met at least half termly. Increased the number of activities when parent are invited into school. All staff are aware of the need to invite parents into school whenever possible eg, Class assemblies, drop in sessions, meet the teacher, workshops, church services, to take part in classroom activities and events. Promoting our 'open door policy'. Encouraging parents to attend a termly 'Parents Briefing Meeting' with the Chair of Governors. Ensuring the website is not only regularly up dated but provides a useful tool for parents. Encouraging parents to attend the SENCo weekly drop in. Providing as much notice as possible to parents about future events and activities so that those who need advanced notice can make arrangements to attend. Sending a termly date grid of activities plus regular text messages to ensure parents are aware of school events. Seeking information from parents about what they would like us to provide and ask for ideas that they can suggest to ensure we reach all parents including the 'hard to reach'.	Setting up an Engaging Parents Working Group has ensured a wide range of strategies have been put into place to drive this area for development forward. The EPWG involves a wide range of colleagues – Governors, Clergy, SLT, teachers, support staff & members of the PTA. Regular opportunities for parents to engage with school have been welcomed by parents who now regularly attend and contribute to school. By offering a wide range of activities and events we have ensured that many of the 'harder to reach' parents are now accessing a range of events, meetings, class based activities. We have seen a significant increase of the number of parents attending church services and CW. This increased support has been welcomed by the clergy, staff, Governors and pupils. Meetings and questionnaire between staff, Governors and parents have been useful. Feedback at the chair of Governors briefings has been positive. Ideas have been acted upon and we continue to seek new ways to reach all parents.

CORE QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Outstanding/Good

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

Key Strengths

St Peter and St Paul Church of England Primary School has a welcoming atmosphere in which pupils and adults feel included and nurtured within a strong Christian community. Pupils are polite, caring and supportive of one another. They speak with enthusiasm and affection about school. Parents and staff value the impact that church and clergy have on the life of the school. In discussions pupils speak enthusiastically about the school's links with church and the impact of Father David's work within the school community. The school's strong Christian ethos is evident through displays and artefacts and also a priority in shared areas and classrooms. There are numerous focal points in the hall including a permanent crucifix and artwork relating to the Christian calendar. Other Christian symbols are depicted in displays throughout the school which have included children across school. The Stations of the Cross created by each class provide an excellent resource for the Easter Story and are displayed in a prominent position to highlight the schools' Christian ethos. Pupils have a growing knowledge about a variety of Anglican celebrations and traditions. The older children recognise and can explain symbolism within the Christian faith. They are keen to learn about other world religions and can talk about the beliefs of others learned through their lessons and special days in school and through visits to a range of places of worship. They are developing an awareness of global issues through links with schools in Tanzania and France. The pupils' spiritual, moral, social and cultural development was graded as good by Ofsted in December 2014.

Development points

Exploring the possibilities of developing links with schools and communities in the rich multicultural society Leicester offers.

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding/Good

School evidence based on pupil outcomes:

Comment on:

- The central attributes of collective worship
- The theological basis of collective worship
- The key elements of an act of worship
- The leadership and management of worship
- The centrality of prayer

Key Strengths

Collective worship is recognized by the whole school community as an important part of the day. All teachers and support staff attend assemblies and are especially keen to join the whole school worship held each week by the Anglican clergy and the local Methodist minister. Children play an important role are fully involved in all aspects of the services, taking responsibility to organise the music which is played at the beginning of each and end of services as well as operating the technical equipment to display hymns, pictures, video clips etc. They also enjoy lighting the candle to remind the children that 'Jesus is the Light of the World', volunteering to read the daily prayer and are increasingly responsible for keeping a record of the service. All assemblies are linked to the school's theme of the week, highlighting spiritual virtues of preparation and perseverance. Children enthusiastically volunteer to assist in worship answering questions and taking part in dramatic re-enactment of Bible stories.

Records show that collective worship is carefully planned and led by all teachers, using a combination of Diocesan themes, promote the school's agreed values are linked to both school and current events. Both Key Stage and whole school collective worship services provide valuable opportunities for the community to react to any local, national or international events and both staff and pupils value times when the school comes together. Teachers and support staff attend daily worship and lead key stage assemblies throughout the term.

Pupils enter and leave the hall calmly listening to music chosen thoughtfully to support a reflective atmosphere. The candle and cross provides a focal point; colours are used to support Anglican distinctiveness and tradition. To help children learn about religious seasons the liturgical seasons are depicted with coloured material draped on the focus table, where there is a display of stones around a cross. Pupils of all ages have the opportunity to contribute to worship through drama, prayer and singing. There is an enthusiasm amongst all children to be included and they take an active part in worship. Children know the Lord's Prayer and sing with enthusiasm in hymn practice, assemblies and during church services. Worship begins and concludes with times for quiet reflection. Worship is held each week in which children's achievements are recognised. This affirms their personal worth within the context of worship. Services are held in church to celebrate major Christian festivals. Parents enjoy attending Both class assemblies and church services led by each year group on a rolling programme. They are especially keen to attend special acts of worship in school led by their children. The school has developed a simple but effective system to monitor the impact of collective worship, seeking and acting on the views of pupils, staff, Governors and visitors. Foundation Governors take an active part in attending and reporting to the FGB on services and church services they have joined.

Development points

To develop an agreed structure to CW to reflect Anglican practice and to embed core values.
To continue to increase the responsibility pupils have during CW including their role to both record and evaluate assemblies.

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

Key Strengths

Religious Education is recognised as an important and integral part of the curriculum and is taught discretely throughout school using the syllabus introduced by the Diocese in 2011. The RE policy and detailed planning across the school ensure progressive coverage of the RE curriculum with additional units planned to focus on significant Christian celebrations.

Learners have a good understanding of the Christian faith as well as secure knowledge of a range of world religions. This is well supported through an established programme of faith visits to various places of worship such as the Mandir, the Mosque and the Gurdwara, as well as visits to local churches. Year 6 children also participate in an annual Pilgrimage to Leicester Cathedral. Pupils are enthusiastic about their learning and, in interviews with children, they say that they like RE lessons because 'it's really interesting to find out what other people believe' and 'it is important to understand right from wrong'. Children can reflect on their learning and relate it to their own experiences both in and out of school. They have a strong understanding of Christian values, which have been introduced across the whole school.

The behaviour in lessons is good because lessons are interesting, well resourced and move with pace. Differentiation is largely through outcomes, and further opportunities for greater differentiation support accelerated learning for more able pupils.

The majority of children attain in line with expectations for their age in RE and make good progress overall. Assessment in RE is developing, with children currently assessed annually in line with other core subjects. However, implementation of new assessment strategies throughout school is impacting on the assessment of RE and the subject leader is working with senior leaders and Governors to ensure that there are effective assessment procedures in place for RE. The subject leader and Governors carry out regular monitoring and evaluation procedures to focus on raising standards and further improve teaching and learning.

A variety of artwork throughout school illustrates different projects undertaken by pupils to celebrate Christianity and other world faiths. Eye catching displays in central areas also depict the school's core values and strong Christian ethos.

Development points

- In line with Government changes to national assessment strategies, assessment in RE will be reviewed and implemented alongside other core subjects.
- Development of higher level skills and further differentiation for more able pupils to provide opportunities for enquiry, analysis, interpretation, evaluation and reflection.
- Following guidance from DBE, a review of Curriculum Coverage will ensure greater depth of learning of Christianity and selected world faiths.

CORE QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding/Good

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

Key Strengths

The headteacher is well supported by staff, Governors and members of the church so that together strong leadership of the school as a church school is prioritised. This is evident from the successful decision made to be a founding member of the DLAT when school converted to Academy Status. The headteacher is fully committed to working in close and effective collaboration with the DBE and Foundation Governors who provide valuable support and challenge.

Through focused monitoring and evaluation of the school as a church school Foundation Governors work with the headteacher and the RE Coordinator to identify strengths and next steps for improvement. Clergy provide exceptional support to the school, through involvement in Collective Worship and in promoting and enabling effective strong links with the church. School leaders and Governors are fully committed to inclusion for all, within a nurturing Christian environment that supports, enables and inspires pupils and staff to develop their full potential.

Governors and the leadership team use the SIAMs toolkit to help support an accurate judgement of the school's strengths and areas for development. Outcomes are reflected as priorities in the School Improvement Plan. School leaders and Governors are mindful of the potential impact of national developments on school and are determined to preserve the school's distinctive Christian character whilst forming strong collaborative partnerships with local schools particularly those in the DLAT. The RE leader is knowledgeable and passionate about her role. She has clear plans in place to develop RE in line with Diocesan recommendations and the outcomes of her accurate monitoring. She provides strong and enthusiastic leadership and support for staff development which is welcomed by all involved. A large majority of parents are committed to the school's Christian foundation. Some remain difficult to engage, however when questioned it is clear that parents hold the Christian foundation of the school in high esteem and are keen to send their children to St Peter & St Paul's because it is a church school Academy.

Valuable inset training for the HT, RE Coordinator, staff and Governors has ensured that school is fully up to date with both, Government and DBE requirements, and are involved in furthering the Christian status of school through interesting projects to engage pupils in their SMSC development.

Development points

To continue to ensure is a key member of the DLAT and to encourage all parents to engage with school as a church school, ensuring effective and strong communication between home and school.