

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Peter's Church of England Middle School</b>			
<b>Address</b>	24 Crimp Hill, Old Windsor, Windsor. SL4 2QY		
<b>Date of inspection</b>	12-13 November 2019	<b>Status of school</b>	Voluntary aided middle deemed secondary. Oxford Diocesan Schools Trust
<b>Diocese</b>	Oxford	<b>URN</b>	141349

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

### School context

St Peter's Church of England Middle School has 254 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 broadly in line with national averages. The school has recently increased the number of pupils who will be admitted to the school each year.

### The school's Christian vision

"You yourselves like living stones are being built up," (1 Peter 2:5) -valued by God, and a unique member of our school community. You will continue to build firm foundations for life in all its fullness— spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

### Key findings

- The passionate, inspirational leadership of the headteacher and his powerful commitment to the school's Christian vision and mission infuses all areas of this school. Combined with the effective work of his dedicated staff, this creates an environment which ensures that all are known, nurtured and included and this enables them to flourish.
- Deeply held values have a transformational impact on relationships, and the daily life of everyone in the school. This, along with strong pastoral care, which is overseen by a dedicated team and implemented by all staff, is highly valued by families and their children.
- Collaboration with schools in the local area to share successful leadership practice is emerging. This supports those schools and is helping St Peter's to move towards the next stage of its development.
- RE in the school is well planned enabling pupils to have a clear understanding and appreciation of Christianity and other faiths.
- Collective worship is a focal point for the whole school community to share and celebrate its Christian vision and values. It provides opportunity for celebration, reflection and inspiration in a clearly Christian context.

### Areas for development

- Embed and further develop partnerships in the local area in order to share the school's effective practice. This will enable others to benefit from the school's experience and successes.
- Further enhance pupils' experience of collective worship and practice so that they can deepen their understanding of the varying ways in which Christians around the world worship.
- Develop the implementation of key resources relating to the teaching of Christianity throughout the school so that the RE curriculum is strengthened.

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 headteacher is well supported by all staff and governors. He has a strong Christian commitment and a passion for inclusion, respect, and value for all members of the school community. At St Peter's, this creates a positive and supportive school environment in which all can flourish. The recently revised vision for the school is firmly rooted in the Bible and in gospel values and is embraced and understood by all. Through it, the school community is inspired to have care and concern for each other. It enables pupils and staff to thrive with each one feeling special and nurtured. Forgiveness and reconciliation are important in the school. This contributes to the calm and respectful environment in which pupils make positive choices about how they live and behave.

Staff have a good understanding of Church school distinctiveness. Governors work closely with leaders to maintain a planned system to monitor and evaluate the school's work, policies and Christian distinctiveness. Thus, effective strategic decisions are made about future developments. This includes the recent, important resolution to increase the size of the school. The headteacher ensures that where relevant, training is given to equip colleagues to become future Church school leaders. Areas to improve in the last inspection have been addressed.

The school's commitment to inclusion has led to bold ethical decisions in relation to its most vulnerable pupils. This has ensured that all pupils are given dignity and self-worth as children of God. One parent said, 'Staff at this school go out of their way for our children with their Christian loving and caring. It's as if Jesus has touched the school.' Parents welcome the way that the school prioritises character development and spiritual and moral values in addition to academic achievement. Staff, pupils and parents often use the words 'love' and 'family' when referring to the school community and this demonstrates the positive impact of the school's Christian vision.

Peer support for pupils is well developed at St Peter's. The school's Student Champions have been given training and support to work alongside fellow, sometimes vulnerable, students. This extends to new pupils on their induction programme. They have led collective worship when there is a focus on themes such as anti-bullying. The school has a strong commitment to the importance of wellbeing and good mental health throughout the school. Staff speak of their mutual support and how everyone offers time and care where needed. Everyone looks out for those who may be experiencing difficulty, and this helps to ensure that no one who is struggling goes unnoticed.

The school has an appropriate, broad, balanced and relevant curriculum as well as a range of extra-curricular activities. They are influenced by the school's Christian vision and values and recognise the uniqueness of everyone as a child of God. They ensure the well-rounded development and academic success of each pupil. Experiences across the school curriculum support pupils' spiritual development. Big questions are sometimes explored, and further plans for pupils to do this at a deeper level are being implemented.

Every member of the school community, whatever their background or circumstance, is treated with dignity and as an individual who is known and nurtured. Throughout the school there is a strong culture of embracing and respecting difference in its various forms. This is also promoted through the curriculum. In a discussion, one pupil said, 'At our school, we think it's really important that we let people just get on with being allowed to be who they are. Being different doesn't matter to us.'

Pupils articulate the importance of being able to express different views and opinions. They value times to explore and discuss issues sensitively and feel safe doing so in a culture of mutual respect. Pupils and parents say that bullying in any form is highly uncharacteristic of their experience of the school. They highlight that any problems which do arise are quickly and effectively resolved.

Reflecting the inclusive policies of the academy trust and the school's vision, the admissions policy underscores a mission to welcome and serve all families in the community. Members of the school are active in its community with pupils engaging in local events such as Remembrance. The school garden is a focal point for pupils, staff and parent volunteers. They work to grow produce, some of which is given to elderly neighbours at harvest time. Much is done by the school community in relation to local, national and global charities. This encourages compassion, generosity and an understanding of the need to respond where there are inequalities in the world. Ambitious Lent projects, which are run through the school house system, publicise and raise funds for specific causes. An annual Sleep Out

initiative was established by a pupil who had compassion and concern for the homeless. This raises funds for Windsor Homeless Project. It is also an example of how courageous advocacy can help to develop compassion, understanding and support for those in difficulty.

Retreat Days and visits to places of worship are well established in the school and effectively supported by a local Christian schools' worker. These enhance and develop pupils' experience of worship and ways in which Bible stories can be applied to modern life. Visits to the places of worship of a range of faiths is not yet established.

Collective worship is clearly rooted in the church calendar and the Bible. It is carefully planned to reflect the school's vision and values. Pupils have some involvement in the planning of collective worship and sometimes have leadership roles and read prayers or Bible passages. Occasions when individual pupils have contributed to worship by relating their own experiences have had a clear impact on the understanding and spiritual development of others. The more frequent use of liturgy needs to be developed.

RE is effectively led and taught by a specialist teacher. A planned curriculum, which is in line with the national expectations of the Church of England, enables pupils to gain a clear understanding of the importance of faith. Pupils develop a clear understanding of Christianity as a living faith. They talk about how they can express views and opinions confidently, safely and respectfully. Other world faiths are taught, helping pupils to compare, contrast and evaluate their own understanding of faith and spiritual matters.



**The effectiveness of RE is Good.**

Standards in RE are good, and well-planned learning activities promote pupil progress which is in line with other subjects. Marking and feedback is of a good quality, and work in books shows that pupils are making progress over time. Teaching promotes pupils' development of religious literacy. Effective assessment is in place and shows where pupils can further enhance their understanding of the subject. Monitoring of the subject, involving foundation governors, ensures that teaching and learning in the subject is good.

Headteacher	Andrew Snipp
Inspector's name and number	Peter Coates 937