

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Junior School

Vision

A place for all to flourish.

To empower and inspire a community of lifelong learners by providing an education of the head (academic excellence), heart (character, wellbeing & spiritual development) and hands (making a difference) in order to change our world for the better.

St Peter's Church of England Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school's Christian vision underpins a caring and supportive environment where mental health and emotional wellbeing are prioritised. Pupils and staff feel safe, valued and supported. This is enabling adults and pupils to flourish socially, academically and professionally.
- Pupils have a voice at St Peter's. They are actively encouraged to stand up against injustice and are regularly involved in impactful social projects. They are empowered as leaders, equipped with the knowledge and skills to make positive contributions to society.
- The school's Christian vision shapes curriculum design. Staff educate the whole person, seeing each pupil as a unique individual. Pupils flourish in their learning whilst also being given an abundance of opportunities to shape their character and make a difference in their communities.
- The vision shapes decisions that enhance the daily experience of both adults and pupils. They are nurtured in their personal development and encouraged to use their unique gifts and talents for themselves and others.
- Religious education (RE) is challenging and the study of Christianity is well sequenced. Pupils use religious terminology with accuracy to express their understanding of Christian perspectives and practices. They understand Christianity as a diverse world religion.

Development Points

- Develop the whole school understanding and experience of worship as an invitational and inspiring spiritual encounter. This is so that daily worship encourages both adults and pupils in their personal spirituality.
- In RE, balance the curriculum so that it reflects more diversity in the study of religions and worldviews. This is so that pupils gain a broader understanding of a range of religious and non-religious perspectives and practices.



Inspection Findings

The Christian vision of St Peter's plays an important role in shaping the school's identity. This vision drives a commitment to educating the whole person – academically, spiritually, socially and emotionally. Staff demonstrate a deep commitment to this vision. Leaders, including governors, have high hopes for their pupils and want them to be the best that they can be. They are actively involved in monitoring and evaluating the school. Staff take pride in their work and find genuine purpose in their roles. Leaders are skilled at driving the Christian ethos in a way that is inclusive and motivational for all. The impact of this shared vision and commonality of direction is a deep sense of belonging. Pupils and staff are proud to be a part of this community. They know that they are valued, loved and capable of making a meaningful contribution to the world. The school uses Bible stories to deepen understanding of their school's values. These values, such as contribution and resilience, actively shape decision-making at all levels. They are threaded through strategic planning, the school curriculum and the extra-curricular offer. In this way, they are a living reality, shaping the school's identity.

The school's curriculum is designed to nurture the whole person, enabling pupils to flourish. Rooted in the principles of educating the head, heart and hands, the curriculum promotes academic achievement, character development and compassion. Tailored learning opportunities, inclusive practices, and pastoral care reflect a deep commitment to the holistic development of the individual. This includes pupils who have special educational needs and/or disabilities (SEND) or who may be vulnerable. Spirituality is woven throughout learning, deepening pupils' experiences by encouraging reflection, curiosity and a sense of awe and wonder. Pupils feel listened to, with staff creating meaningful opportunities to connect with pupils. This open dialogue is strengthening relationships, as adults gain deeper insights into the pupils they teach. As a result of growing spirituality in school, pupils have become increasingly reflective and are more confident in exploring spiritual concepts and engaging in thoughtful discussions. Beyond the classroom, the school's extensive extracurricular offer provides numerous opportunities for personal growth. Sport holds a significant place in school life, with a strong emphasis on participation, teamwork and enjoyment rather than simply winning. Staff understand the significance of making magical memories as pupils represent their school at competitions. This inclusive approach ensures that each pupil receives the encouragement and support they require to develop their gifts and talents. In these ways, the curriculum, including the extra-curricular offer, is impactful in the flourishing of pupils.

Collective worship brings a sense of togetherness with time to pause from the busyness of the day. Pupils and adults recognise this time as valuable and, at times, enjoyable. Staff appreciate the inclusive nature of daily worship, where pupils and adults are given the opportunity to pray and/or reflect if they wish to. In this way, worship is invitational without compulsion. Pupils and adults recognise and value the support of the local vicar, who regularly leads worship. This engagement is having a significant impact on spiritual growth. Pupils are inspired, listening to Bible stories and understanding the take-away messages and morals. Sometimes, worship inspires action beyond the school hall. However, when worship and RE focus on the same Bible passages, pupils reflect that the experience is repetitive. This limits its impact upon spiritual flourishing. Whilst daily prayer is embedded in school life, there are missed opportunities for silence, stillness and personal reflection. Prayer in smaller groups, such as classes, is not a regular occurrence.

The school's deeply embedded culture of wellbeing ensures pupils and adults are treated well. Pupils play an active role in promoting this positive environment with initiatives such as the Amigos scheme. This is where Year 5 pupils mentor and support Year 3 pupils fostering friendships and easing transition to junior school. Pupil chaplains also



lead on spiritual wellbeing, planning prayer spaces and leading worship in assemblies. Pupils take their responsibilities seriously and confidently discuss the purpose of these initiatives. Staff are committed to making school a place where everyone feels welcomed. The school's Early Birds session provides a nurturing environment, helping pupils who may feel anxious coming into school. This supports vulnerable pupils to attend well and helps others to self-regulate before entering the classroom. Some pupils are given personalised timetables, ensuring they can achieve learning outcomes and enjoy their time at St Peter's. Staff wellbeing is equally prioritised, with a clear commitment to reducing workload and a strong focus on protecting planning and preparation time. This means that staff are more able to support the pupils in their care. Pupils and adults feel supported through difficult times.

RE is helping to develop pupils' religious literacy. Pupils have a deep understanding of Christianity. They use key terms and varying interpretations of the Bible to show they have accessed this subject in an academically rigorous way. Pupils understand that Christianity is a diverse, living faith with varying practices and expressions around the world. They take their knowledge further by debating and evaluating. They are eloquent in their discussions and disagree in a respectful and thoughtful manner. However, pupils' knowledge of other major religions is more limited. For example, their understanding of divergent views in religions such as Islam, is less secure. As such, pupils see Christianity as broad and varied, but different religions and worldviews more narrowly. Saying this, pupils show immense pride in their work in RE, and it is clear that they spend time thinking independently and reflecting on their learning.

Inspired by the school's values, pupils confidently stand against injustice. Pupils understand the link between justice and inclusion. They are accepting of difference and believe in equality for all. The majority of pupils are directly involved in a leadership group. Their impact and enthusiasm reach across the whole community. Pupil leaders plan charity events and deliver assemblies to raise awareness around initiatives they are passionate about. Staff are deeply moved by their pupils' contributions. They give pupils an abundance of opportunities to become agents of change through careful curriculum planning and a vast extra-curricular offer. Make a Difference Days deepen pupils' awareness of the world around them. These, along with strategically planned trips and school visitors, encourage each person to think about the difference that they can make. The impact of all of this is a school that is outward facing, aspirational in impacting change and building great optimism for the future.

Information

Address	Ashworth Avenue, Ruddington, Nottingham, Nottinghamshire, England, NG11 6GB		
Date	13 March 2025	URN	122767
Type of school	Voluntary Controlled	No. of pupils	358
Diocese	Southwell and Nottingham		
Headteacher	Michael Bradley		
Chair of Governors	Sheila Johnson-Marshall		
Inspector	Kirsty Lacey		