

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

<b>St Peter and St Paul Church of England Primary Academy</b>	
<b>Address</b>	Upper Church Street, Syston LE7 1HR
<b>School vision</b>	
<p>‘All things are possible for those who believe’ (Mark 9:23) Enabling all to flourish and succeed</p>	
<b>School strengths</b>	
<ul style="list-style-type: none"> <li>• Pupils, including those who have special educational needs and/or disabilities (SEND) and those who are deemed vulnerable, are given opportunities to thrive. Leaders make bold choices, based on the Christian vision, which break down barriers to learning enabling pupils to believe in themselves.</li> <li>• Inspired by the vision, leaders ensure that staff wellbeing is a high priority throughout the school. Practical actions from RISE Multi Academy Trust (the trust) and the governors enhance this. This enriches the culture of nurture and care which permeates through the school.</li> <li>• Effective partnerships with the local church, diocese and trust enhance the effectiveness of this as a Church school. These partnerships support the school in enabling pupils and staff to flourish and succeed.</li> <li>• Religious education (RE) is passionately led. The curriculum is well-balanced and has successfully evolved in line with the changing context of the school. Consequently, pupils demonstrate a good understanding of world faiths, including Christianity.</li> <li>• Collective worship is a special time of the day for adults and pupils. It offers meaningful moments of reflection and joyful singing which enriches spiritual development.</li> </ul>	
<b>Areas for development</b>	
<ul style="list-style-type: none"> <li>• Ensure implicit opportunities for spiritual development are integrated across the curriculum and that the recently developed language of spirituality is embedded. This is to enhance the way that pupils and adults flourish spiritually.</li> <li>• Extend the way the Christian vision enables pupils to challenge injustice in order that they are active agents of change.</li> </ul>	
<b>Inspection findings</b>	
<p>The Christian vision is at the core of this caring and loving school. Staff and pupils believe in each other and encourage one another to flourish and succeed. The vision is powerfully lived out through the values of honesty,</p>	

perseverance and respect. These values can be seen in action across the school as well as through the wide range of enrichment opportunities that the school offers. Pupils' aspirations for themselves are high. Where they face difficulties, they speak of 'I can't yet' which lives out the school's value of perseverance. Inclusivity is embraced as part of the school's vision and so pupils who have SEND thrive. Leaders make bold decisions based on the vision, for example, the appointment of a pastoral team. Lives are transformed as a result of this team's commitment and compassionate approach. A profound impact is made on the pupils and families they serve. Being a part of a trust greatly enhances and enriches the Christian character of the school.

The school's ambitious curriculum balances academic rigour with a sense of belonging. Staff are well-supported in their work on the curriculum through subject leader networks organised by the trust. This means pupils are given opportunities to build on their self-confidence and belief in themselves through carefully sequenced units of work. This is shaped by the vision. The learning needs of pupils are met through the availability of timely and appropriate guidance. Funding is considerably utilised to enhance the educational outcomes of eligible pupils. Leaders recognise the need to break down barriers to learning and strategies are in place to do so. Pupils enjoy many trips including a residential to a Christian outdoor education centre. The school value of perseverance helps them to achieve new skills on these visits. The school has recently introduced a shared language for spirituality through looking up, looking in and looking out. As a result, pupils are beginning to talk about spirituality particularly in collective worship. Planned opportunities for spirituality across the curriculum are at an early stage. Consequently, moments to apply the language of spirituality are less developed limiting the way pupils flourish spiritually through the curriculum.

Pupils and staff value the daily act of collective worship at St Peter and St Paul. Leaders ensure that collective worship themes are pertinent to the evolving school community and encompass the school vision and associated values. Staff and visitors lead collective worship with reverence meaning this is an important time of spiritual reflection. All are invited to reflect and pray. Pupils often talk to their parents at home about what they have learnt in collective worship. This highlights one of the many ways that the values from worship spill into the daily lives of families. The partnership with the local church is deep and rich and enhances the spiritual life of the school. The church is seen as an extension of the school building. Services for key times in the Christian calendar, such as Easter and Christmas, are led by pupils in the church. This contributes to the whole school community flourishing together. Meaningful times of prayer and reflection are valued highly by pupils and staff. A prayer and reflection room is available for all to use. Staff speak about the positive impact of the staff prayer group on their lives. Collective worship is given a high priority within the school and it impacts positively on spiritual flourishing.

The wellbeing and mental health of every member of the school family is of paramount importance to school and trust leaders. Love, empathy and compassion run abundantly through each day strengthening relationships for adults and pupils. All are known and loved as the unique people they are. Where needed, effective help is quickly given meaning those experiencing difficulties feel noticed and listened to. Consequently, attendance and behaviour are good. Parents are directed to external agencies making them feel valued and appreciated by the school. As a result of the vision, leaders set up a coffee morning for parents of children with SEND. Parents now independently run this group themselves providing advice and encouragement to each other. The school and the trust invest highly in the professional development of the staff team. For example, there are wellbeing and mental health staff advocates in the school as well as a staff wellbeing charter. Staff speak highly of the support given by leaders and the positive impact on their self-belief. This, along with the strong sense of belonging in the school, contributes to the excellent retention of staff. Staff flourish and thrive in their roles as a result of this proactive approach by leaders.

School leaders are generous in the time they give to work with other trust schools. This further enhances the impact of the Christian vision of both the school and the trust. Pupils have a good understanding of justice and responsibility within their own school community. Units within the curriculum provide opportunities for pupils to explore these issues, for example, sustainability in geography. The school offers some pupil leadership opportunities which give them a keen sense of responsibility. Through the school parliament, pupils lead on changes in the school, such as to the behaviour policy. Pupils have the opportunity to fundraise for local and meaningful charitable causes. However, pupils do not fully explore how their voices can be used to champion and serve others in the local community and wider world. This limits the way they impact as independent agents of change.

RE has a high profile within the curriculum and makes an important contribution to the Christian character of the school. Leaders ensure that RE is planned sequentially and is tailored to meet the needs of the school community. Visits from faith leaders as well as visits to different places of worship contribute to a rich and diverse learning experience. Pupils actively engage in RE lessons, demonstrating a wide vocabulary and a good understanding of different faiths, including Christianity. Teachers swiftly address any misconceptions as a result of their strong subject knowledge. Quizzes aid pupils in remembering key facts. For example, similarities and differences between infant and believer's baptism. Open ended questioning and a range of activities provoke pupils to consider the importance of faith, views and belief. RE is skilfully and passionately led. Through instructional coaching and training, teachers are well-equipped to deliver high quality RE. This is enhanced through partnership with the diocese and through the RE leadership group run by the trust. As a result, pupils make good progress in RE and enjoy this subject.

The inspection findings indicate that St Peter and St Paul CE Academy is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	11 June 2024	URN	139349
VA/VC/Academy	Academy	Pupils on roll	419
Diocese	Leicester		
MAT/Federation	RISE MAT		
Headteachers	Claire Mulhern and Sophie Moss		
Chair	David Williams		
Inspector	Emma Darragh	No.	c.23/24