



SIAMs Self Evaluation

‘All things are possible for those who believe.’

Mark 9:23

June 2024 v1.4



Who are we?

St Peter and St Paul Academy is a Church of England academy and was formally a voluntary aided primary school. We are situated in the Leicester suburb of Syston, which is a town in the borough of Charnwood with a growing population. In 2020, we benefitted from a £1.1M investment from the local authority to increase our planned admission number from 60 to 75 places. The school was one of the first schools to form Rise Multi Academy Trust (formerly Diocese of Leicester Academy Trust) in March 2013 and has a partnership agreement with the Leicester Dioceses Board of Education.



We have 419 children on roll from age 4-11 years, including 29% who are entitled to pupil premium funding. This proportion has steadily increased over the last four years and the school is now ranked 59 of 272 schools for deprivation in Leicestershire. 13% of our children are on the special educational needs register, including 13 children with an EHCP or top-up funding. 71% of our children identify as white British and an increasing number come from minority ethnic backgrounds, including Asian (8%), mixed heritage (8%) and black (3%). 11% of our children have English as an additional language and we have recently admitted pupils in the early stages of learning English. Around half of our families state that they have no religion, with one third from Christian families and a minority from Muslim, Hindu and Sikh backgrounds.

What are we doing here?



Click here to listen to a poem written by a year 3 child during breakfast club, following her reflection on collective worship the previous day.

'All things are possible for those who believe.' Mark 9:23

As a Church school, we strive to provide an education of the highest quality, based on the values of respect, honesty and perseverance. Our pupils will be equipped with a body of knowledge, embedded with Christian values, which instils a culture of resilience, enables them to flourish and inspires them to reach for their hopes and aspirations.

Our school motto, 'All things are possible for those who believe,' comes from Mark 9. In this verse, doubt is the barrier to success and, with confidence and belief, this is overcome. At St Peter and St Paul, we aim to instil confidence and belief within our children and staff so that they can achieve great things and experience the fullness of life.

'Teachers help pupils to be resilient in their setbacks' (Ofsted, March 2023)

In line with our vision, leaders and staff recognise that it is especially important to instil this mind set in our school community, where families are experiencing an increasing level of deprivation and for which hope and determination to create a better future for the next generation are key drivers of success. The majority of parents state that the school vision and values have an impact on their child (83%), as measured in our spring 2024 parent survey (156 respondents).



Our school vision resonates with that of Rise Multi Academy Trust, which strives for all children and staff to 'flourish and succeed'. As a result of trust support, our staff benefit from excellent professional development opportunities, through accessing NPQs, trust networks and trust-led CPD. Staff turnover is low and children benefit from an increasing range of experiences through the Rise Pupil Charter, including Rise Voices (year 4) and the Rise Sports Festival (year 3).



The school works closely with St Peter & St Paul Church, with pupils from years 1-6 each holding annual services at the church for special occasions, including for harvest, remembrance day and ash Wednesday. Last July, our year 3 teacher, Mr Brown, was married at our church by Reverend Biddy and the children from his class formed a choir who sang during the service. Shortly afterwards, we said a fond farewell to Rev Biddy, who supported the school with worship, governance, prayer group and pastoral matters for over 10 years. Our Headteacher was involved in the interview process for our new vicar, Reverend Ross, who joined the church at the end of August and has since joined the school governing committee as well as re-establishing our staff prayer group. She also hosted our Music, Drama and Dance group at the church, who performed an incredible re-enactment of the Easter story, led by our Chair of Governors, Mr Williams.



Collective worship takes place daily across the school and involves the Clergy (Rev Ros), school leaders and class teachers. As a church school, worship is predominantly Christian (Anglican) but we also welcome visitors from St Philip's Centre. The recognition and celebration of diversity in religious and cultural backgrounds is an important element of our inclusive ethos.





We work within the vision of the Leicester Diocese Board of Education to be 'scandously inclusive' and 'transform the lives of children'. This term, our year 6 classes will be embarking on a pilgrimage to Leicester Cathedral. They will also take part in the diocese leavers' service.

Our teachers attend training provided by the diocese including through the headteachers' conference. Last year, this resulted in the school establishing a connection with a Christian theatre group, 4Front. Their performances have since enriched our children's understanding of the parables and deepened their learning about the twelve apostles, in addition to teaching us about good will and forgiveness at Christmas.

This year, the DBE conference inspired our work on spirituality and this has had a direct impact on pupils, staff and governors.

Religious education at St Peter and St Paul reflects the church of England statement of entitlement. We provide our children with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of learning across our school. In Religious Education, we work from the Leicestershire agreed syllabus and the 'Understanding Christianity' units.



How then shall we live?

How does the school's theologically rooted Christian vision **enable pupils to flourish?**

***'All things are possible for those who believe.'* Mark 9:23**

Staff and governors place the school vision verse and Christian values of respect, honesty and perseverance at the heart of everything we do. These values are faithful to the Anglican foundation of the school and meet the needs of our local community.



The value of respect is evident in strong relationships and 'exemplary behaviour' across the school. 'Pupils are kind to each other and accepting. They know that derogatory language or bullying is not acceptable. Staff are sharp to deal with these incidents, if and when they occur,' (Ofsted, 2023). Our children feel safe and over 95% say that they are happy in school (331 pupils surveyed, May 2023).



At SPSP, we strive for excellence in all that we do. In 2023, in **all** statutory measures of attainment, our children performed in line or better than their peers nationally. This includes in Early Years (=), year 1 phonics (+3%), Key Stage 1 SATs (+9%), Year 4 Multiplication Tables Check (+1.3) and Key Stage 2 SATs* (+5%). The school also excels in sports and the arts, winning the local schools football league last year and also in two categories for the local 'Nature in art' competition.

** Includes maths teacher assessment due to the STA losing maths paper 2 in 2023.*



How does our Christian vision enable adults to flourish?

St Peter and St Paul prioritises professional development for staff to enable all individuals to flourish in their roles, in addition to preparing and encouraging those seeking promotion (80% agree, staff survey, spring '24). Continued Professional Development (CPD) is tailored to individual, school and trust needs and provided by a combination of in-school, trust-level and external providers. Instructional coaching is embedded across the school and used to enable classroom-based staff to flourish in their roles.

Three teachers/leaders have facilitated School Centred Initial Teacher Training (SCITT) this academic year, two of whom have also lead subject leader networks for the trust. Eight staff have recently been supported to complete and/or lead National Professional Qualifications (NPQs) from the Church of England Education. The school also hosted INSET day for over 230 teachers from across the trust in August 2023.

Staff wellbeing is considered in *all* decision making and policies. This includes release to attend family events, flexibility to take planning time offsite, flexible working (where roles allow), no e-mail communication during unsociable hours, protected lunch times for those teaching in the afternoon and focused meetings with a clear agenda and prompt finish. Staff absence is low and team work is strong. Current and recent social groups include fitness training, prayer group and running club.

Parent engagement with the school is high. We have an excellent uptake for our Family Reading Fridays, host family learning courses in our on-site conference room and parent events are always well attended, including church services, parents' evenings (95% attendance) and curriculum based events such as phonics and design technology workshops. We host coffee mornings for parents and carers of children with SEN and have an active Parent Teacher Association (PFA) who recently raised funds for our new school library.



How does the **curriculum** reflect the school's theologically rooted Christian vision?

Spiritual development underpins our curriculum, through our lived vision and ethos. The curriculum has been designed to deliver our Christian values and help children to know and remember more so that they can flourish and succeed.



Respect for others grows from understanding; understanding that everyone is different and diversity is to be celebrated and not feared. Our curriculum has been designed to provide pupils with windows into others' lives as well as mirroring their own and nurturing individual talents.



Our 'Diversity and Inclusion' working group has made a series of practical changes across the school since its formation in spring 2022. This includes the addition of dolls with a range of skin tones in Early Years, the use of videos that portray blended families in Relationship and Sex Education and preparing a range of dishes from different cultures in Design Technology. Our reading spine includes characters from a range of backgrounds, as do our library books, and our children take part in inclusive sports during sports day and within the Charnwood Sports Partnership. In Religious Education, we have made adjustments to ensure that we recognise all religions reflected in our community. This includes a school-written Sikhism unit in year 1.

49% of our junior children feel that our curriculum reflects people like them (220 children surveyed in May 2023). Although this is 10% above the national average, there is more work to do in this area. We are currently working on identifying and celebrating the range of languages spoken by our community.



The SPSP music curriculum includes the opportunity for pupils to master a tuned instrument (ukulele) from years 3 to 5, funded by the school. Our MFL curriculum is enhanced through writing to our French pen pals in year 5.

SPSP is passionate about providing excellent Physical Education and pupils from year 1-6 attend PE lessons twice weekly. Our extra-curricular clubs also provide a good range of sporting opportunities.

Enrichment clubs include opportunities to shine through the arts. The choir performs at a range of events throughout the year in addition to taking part in Young Voices' at the World Resorts Arena. Our music, drama and dance group performs a full-length musical each year, providing another avenue through which our children shine.

Recently, enrichment clubs have included our 'Care in the Community' project, in which children from years 3-6 visited Syston Lodge Nursing home to play games with residents and make a positive contribution in the wider community.

The nurturing of a growth mind set is a central aim of our curriculum. The belief that success comes from perseverance and working hard (and is not the result of a fixed ability) is key to pushing the boundaries of achievement. Lessons at St Peter and St Paul adopt a mastery approach, where all children are supported to access the curriculum.

'Pupils will often say 'It is not I can't, but it is I can't yet.' (Ofsted, March 2023).





‘Leaders are diligent in identifying pupils’ needs and ensuring that teachers support all pupils to overcome any barriers to learning,’ (Ofsted, 2023). Our children with special educational needs have made better progress in reading than their peers nationally for the last 2 years.

‘All things are possible for those who believe.’ Mark 9:23

Children from disadvantaged backgrounds are well-supported at St Peter and St Paul. We offer a range of financial support to families to remove barriers to attending breakfast club, sports clubs, day trips and residentials, including to visit Min Y Don Christian Adventure Centre before SATs in Year 6. The school also issues laptops to children without access to devices at home, to ensure that all children have access to the full curriculum for homework. Our pastoral team work tirelessly to support vulnerable children and our class-based staff are quick to intervene if pupils fall behind. In our 2022* Key Stage 2 assessments, disadvantaged children at St Peter & St Paul Academy out-performed their peers nationally at the expected combined attainment level, and in KS2 maths at the higher standard.

St Peter and St Paul adapted the curriculum to meet the needs of our pupils during and since the pandemic, with the aim of supporting all children to ‘catch-up’ then ‘keep up’. This included adjusting content to fill learning gaps and, for example, extending our swimming provision following the reopening of pools. Since the pandemic, we have provided an additional two months of lessons for our year 6 children. This resulted in a rise in the proportion of pupils who can swim 25 metres or more (rising from 45% to 69%).



* We do not have combined data for 2023, due to ‘lost’ maths papers.



Our ambitious curriculum includes schemes of work adopted from Rise academy trust for science, design technology, art and, most recently, geography. These schemes ensure high expectations and a research-based approach to supporting all children to know and remember more. We also include a range of enrichment opportunities, including day-trips, visitors and experiences. The impact of this is evident when speaking to pupils during book study, through lesson visits and internal assessment data.



Our curriculum also includes a range of other experiences designed to equip pupils well for their next stage of education. This includes balance bikes, cycling proficiency and aspirations week, during which members of the local community visit the school to teach our children about possible career paths.



How is **collective worship** enabling pupils and adults to flourish **spiritually**?

Collective worship is a time to see the world beyond ourselves and recognise our responsibility to serve God through helping others. It is a time of reflection and spirituality; a time for children and adults to come together, be thankful, offer support, share hope and joy.

Our daily collective worship is predominantly Anglican, including greetings, prayers, hymns and liturgical colours. Each half term focuses on teaching a Christian value through biblical links, 'windows into the world' and a focus on how we can demonstrate each value. Our local clergy often lead us in worship, whether this be in school or the church, and parents are informed of our collective worship themes in our weekly newsletter.

Due to the growing size of our school, we hold two collective worships per day, tailored to each age-group. We are fortunate to be able to come together as a whole school in the church for special occasions – made even more special by the beautiful surroundings. Last year, this included celebrating HRH the King's coronation and hosting our end of term awards service.



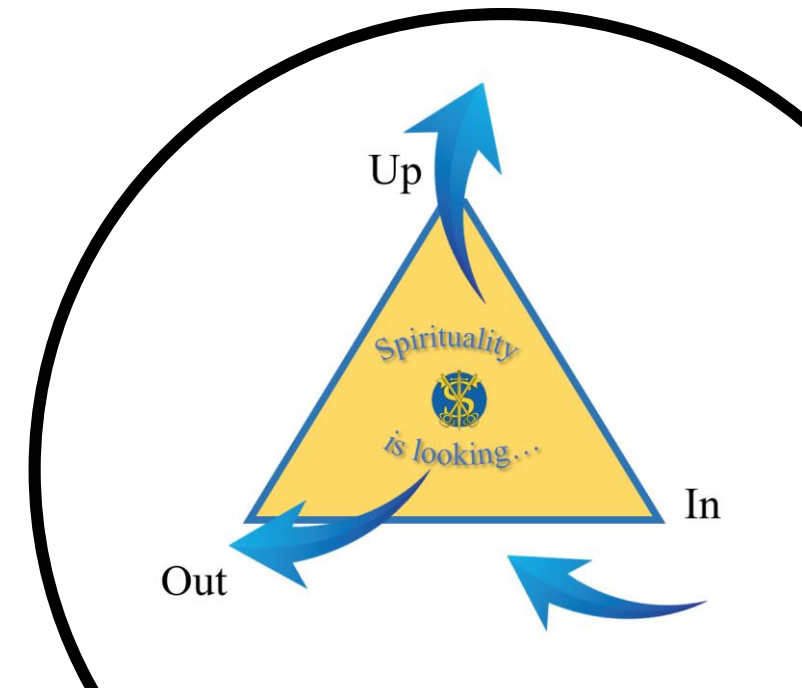


All people, whether religious or not, have a sense of spirituality. Our understanding of spirituality is rooted in Mark 12, 30-31:

‘[Love the Lord your God](#) with all your heart and with all your soul and with all your mind and with all your strength. The second is this: [Love your neighbour as yourself.](#)’

To help us understand and articulate what spirituality means to us, we have split spirituality into three parts:

- **Looking up** and thinking how we fit into the bigger picture;
- **Looking in** and making sure we care for ourselves physically and mentally; and
- **Looking out** to care for others and make the world a better place for everyone.



Pupils attend daily acts of collective worship and, regardless of religious belief, take time to pause and reflect during prayer. Children are invited to lead prayers and often write their own. All pupils from year 1-6 are involved in leading a church service annually and our Early Years children lead our annual nativity performance. These services are always well-attended by parents and carers.



Reverend Bidy led our weekly prayer group for staff and completed a term of office on the governing committee, providing spiritual support and guidance until summer 2023. Reverend Ros has now taken on these roles. Our trust supports the spiritual development of the school through the RE network and provision of collective worship resources. All teachers lead collective worship on a rota basis.



How does the school's theologically rooted Christian vision create a **culture** in which pupils and adults are treated well?

Our vision is for each and every pupil and member of staff to be the best version of themselves and our aim is to provide the environment and support in which this can happen.

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Pastoral care for our pupils is strong. Staff are skilled at supporting children who have suffered trauma or are experiencing social or emotional difficulties. Reasonable adjustments are made to enable pupils to access the curriculum and dual placements are arranged for homeless children temporarily housed in Syston. Our non-teaching pastoral team delivers a range of group and individual sessions to 30-35 pupils per week in our 'Acorns' space. They also provide behaviour management advice, make weekly wellbeing calls and signpost external services to families in need, including support to access financial assistance. The safeguarding team hold monthly meetings to discuss vulnerable children to ensure that support is co-ordinated well and no child is unseen.

Policies aim to minimise workload and focus staff time and efforts on what matters. For those teaching in the afternoon, the full lunch hour is protected to ensure all staff get a break. We have purposeful meetings, with a clear agenda, that finish promptly and only require relevant staff to attend. We avoid meetings in parents evening week and, wherever possible, provide time within directed hours to lead subjects and write reports. Each year, changes have been made to school calendar to spread out events and minimise pinch points on workload.

Staff wellbeing permeates all decision making to promote good mental health. There is a culture of support, respect and team work throughout the school. Staff are supported to attend family events and appointments, have access to the Schools Advisory Service (through the trust) and our mental health first aider. Relationships between colleagues are strong and we aim for excellent communication with no surprises. Our staff survey (spring 2024) evidences our culture of support, both on a professional and personal level (where staff gave a rating of 3.6 out of 5).

In addition to subscribing to the Schools Advisory Service, the trust also provides menopause support runs an LGBTQ support group and facilitates annual surveys to ensure all voices are heard.



How does the school's theologically rooted Christian vision create an active culture of **justice and responsibility**?

Our school rules state that we should always 'Do unto others as we would wish others to do unto us'. This resonates with all staff and pupils, is fundamental to our behaviour policy, and is evident in the work that we do.



Older pupils take responsibility for supporting younger pupils, including year 6 'Reading Buddies' and year 5 children running the annual infant sports day. Our pupil parliament is elected democratically and, over the last two years, have made tangible improvements to school improvement. This has included introducing a worry box in the main hall, recycling lost-property and advising the leadership team on changes to the behaviour policy, including the abolition of house points in summer '23.

The school choir brings joy to Forge Court and Syston Lodge, our local care homes, through special visits at Christmas and other events such as the Coronation. Our year 4 children (now year 6) worked with a local artist to bring life to Syston library and classes visit during school hours. Throughout the year, we collect and donate food to our local food bank and our pastoral team issues vouchers for food parcels and fuel credits to families in need. Recently, children from year 3 to 6 have also taken part in our 'Care in the Community' project, visiting residents at our local nursing home to play games and spread smiles.



Our curriculum includes a range of topics which develop global understanding and a sense of justice, including 'Civil Rights' and 'Remembrance' in history, and 'Migration' and 'Renewable energy' in geography. Weekly themes for collective worship also include a 'Window into the World' focus, for example in recognition of Dementia action week, Autism awareness month and International Migrants day. Picture News worship also enhances pupils' ability to 'Look out' and learn about the wider world.

The school supports local community groups through the use of school facilities outside the school day, during evenings, weekends and school holidays. This includes hosting Brownies, cheerleading, adult exercise classes, children's sports clubs and holiday care, which is free to access for children in receipt of free school meals.

Annual charity work includes joining schools from across the trust to fundraise for Rainbows, our local children's hospice, through a whole school sponsored 'Santa Run'. This is always a wonderful day, during which all pupils and staff come together on our daily mile track, typically covering a combined distance of over 400 miles and raising over £2,000 per year for this worthy cause.



Supporting
rainbows
Brightening short lives

Thank you!

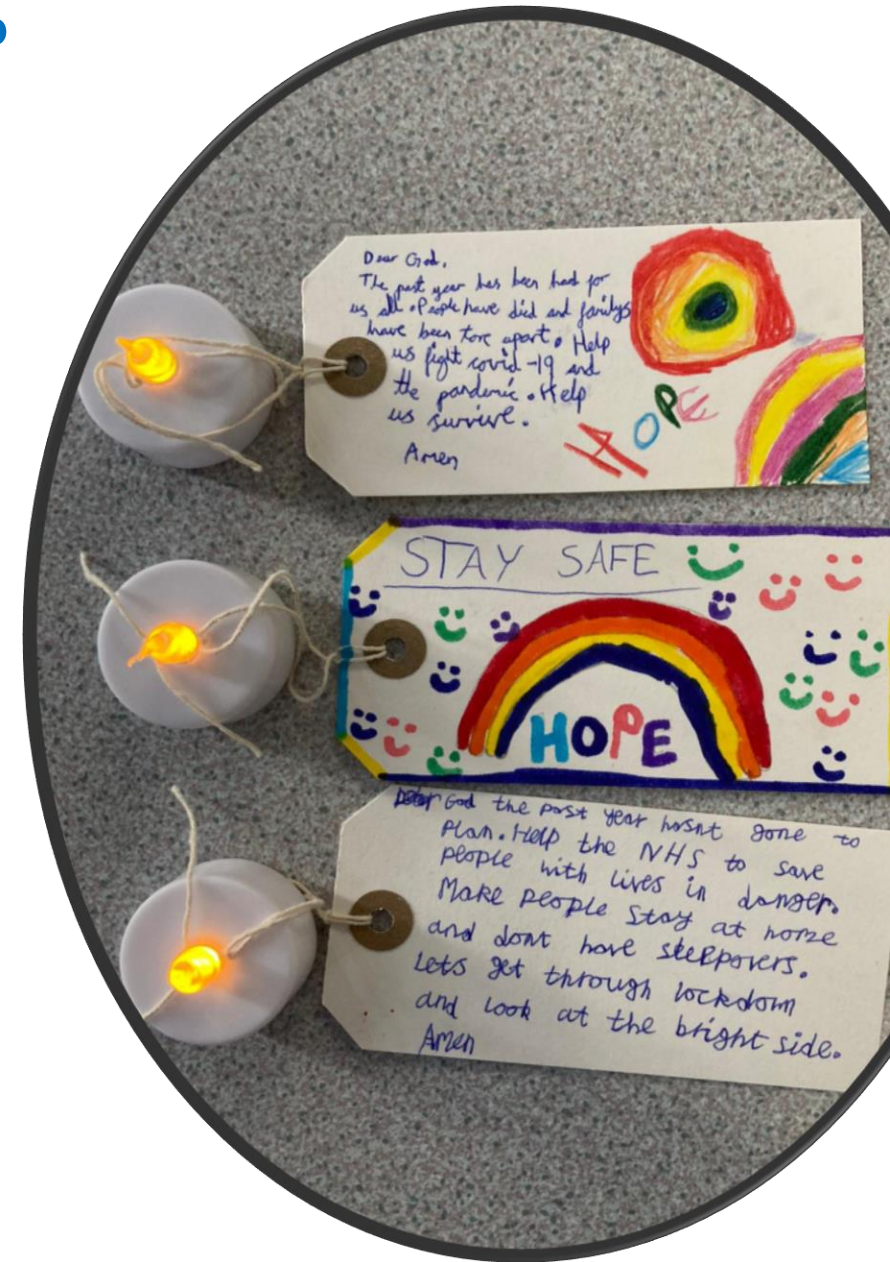
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Is our religious education curriculum effective?

At SPSP, the RE provision that our children receive reflects the church of England statement of entitlement. Working from the Leicestershire agreed syllabus and the 'Understanding Christianity' units, we provide our children with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of RE learning across our school.

Teachers are provided with planning and resources from the agreed syllabus to enable them to deliver high quality learning, which is accurate and well-sequenced to build on prior learning. RE is delivered through weekly age-appropriate lessons and phase collective worship and cover Islam, Hinduism, Judaism, Sikhism and Humanism in addition to Christianity. Being members of NATRE also enhances teacher's knowledge and delivery. High quality resources are available which contribute to a better learning experience and help to minimise teacher workload.

Professional development is provided through teacher in-service training and external support from both the DBE and Trust. This helps to ensure teachers have confidence in their subject knowledge to deliver excellent lessons and respond to children's questions.



What is the quality of religious education?

Our children are on a journey of discovery and faith during RE lessons. Our vision and values underpin learning across the RE curriculum. Lessons incorporate a variety of strategies, including discussion, group activities, guest speakers and visits to places of worship to further engage pupils and deepen their understanding.



Through effective monitoring, including book studies and learning walks, we ensure high quality teaching is consistent across school. In addition to teacher assessments, which show around 80% of our children are working at the expected standard in RE, we use pupil interviews to give leaders an insight into the level of engagement in lessons and extent to which learning has been retained. We gather pupil feedback on lesson content, teaching methods and overall experience to evaluate the quality of education provided. We are pleased to say that the vast majority of children across school demonstrate good understanding of their learning.

Monitoring standards through a range of sources helps us to refine our teaching and feeds into professional development for staff, such as our recent focus on developing understanding of spirituality.



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Respect – Honesty - Perseverance