

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England VA Primary School, Henfield	
Address	Fabians Way, Henfield, West Sussex. BN5 9PU

School vision

St. Peter's is a distinctively Christian school where all children discover God's love as we equip them to grow in resourcefulness, resilience, respect and the courage to aim high. We value every individual, encourage the development of their talents and, through outstanding learning opportunities, unlock the potential in everyone.

School strengths

- At St Peter's the Christian vision which has a strong biblical underpinning is deeply embedded. The values, through which this is delivered in the school, are fully understood and lived out by children and adults.
- Collective worship is a joyful part of the school day, highly appreciated by children and staff. It has a significant impact upon children's daily lives. It encourages them to live out the values of the school.
- The quality of relationships within the school is very high. Staff are dedicated and caring, valuing children and each other as they seek to enable children to flourish.
- The leadership of religious education (RE) and collective worship is strong. They are well resourced, and children have a good knowledge of Christianity. Assessment and monitoring is detailed and robust.
- St Peter's strong nurturing environment enables children, adults and those most vulnerable to be supported and valued exceptionally well, as a result they grow and thrive. This is enhanced further by the excellent relationship with the local church.

Areas for development

- Develop a shared understanding of spirituality across the school. This will ensure its full meaning becomes more widely understood across the school enabling children and staff to reflect and flourish.
- Develop opportunities for children to take greater ownership in the addressing of injustice. This will enable children to become more confident champions for those facing adversity.

Inspection findings

St Peter's Church of England School has a nurturing, caring atmosphere that is evident from the moment you walk in. The vision and values are embedded across the school and into the village community. As children develop their resourcefulness, resilience and respect they are encouraged and supported to aim high and unlock their potential. The school has created a culture where children and staff flourish and thrive together and where aspiration is promoted and seen in action. Parents are supported and supportive, appreciating the values their children bring home. Leadership is strong and experienced, modelling the vision and values in

their support of children, staff and parents. Excellent communication and the building of relationships is central to the school's good standing within the village.

The school's biblically rooted vision is expressed through its values. These are deeply embedded in the school and filter out into the community. The vision manifests itself in a deeply caring staff who nurture children and each other to achieve their best and flourish. There is calm and patient support for children and families. Leaders seek to encourage and support parents to do more at home. There is a wealth of practical provision through workshops and relationship building which are a practical outworking of the vision and values. Parents spoke repeatedly about the moral compass given to children and the examples of good behaviour promoted by the core values. The kindness between year groups and the buddy system are a real outworking of the vision and values.

Leaders are constantly monitoring and adapting the curriculum to reflect the vision, particularly unlocking the potential of children. The curriculum has substantial provision for the vulnerable and children with special educational needs and/or disabilities (SEND). Learning is adapted for those with special needs so they can access all opportunities. This promotes their ability to learn well and make progress. The wider curriculum encompasses a varied extracurricular provision with a visionary outdoor learning space. This, along with sport, enables children to see beyond themselves. There are a wealth of books and resources available to all with the use of these actively encouraged and supported from early years onwards. Governors have made the vision central to all policies and monitor the impact of the vision as part of all their school visits.

Children and adults highly value and draw strength from collective worship. Worship is at the heart of the school day and offers mutual flourishing. Children describe it as being like heaven might be, and building energy for the day ahead. Children enjoy the opportunity of gathering and reflecting on something beyond the self that connects all beings to each other and God. The themes, connections, music, songs and prayers are carried into the school day and on into homes. Collective worship is planned and executed with a high level of input from the local vicar. It is invitational, liturgical and inspirational in nature. Children participate in a calm, reflective atmosphere of respect and response where spirituality is encouraged. Collective worship is resourced well, biblically based and linked into daily life and experience. Spiritual spaces in classrooms offer the opportunity for children to reflect and pray outside times of worship, however, these spaces tend to resonate with children as being more about feelings than spirituality.

Staff and children have highly respectful relationships which draw this school community together. Relationships are built around mutual kindness and support. Wellbeing is a priority and children benefit from carefully thought through and well-developed resources. Emotional and practical support filters out into families and community through workshops and provision of breakfast and homework clubs. Parents comment on the nurturing, caring strengths of the staff. Staff are highly collegiate and support one another well. Staff speak of learning to slow down and being given time by approachable and supportive senior leaders. The stable staff cohort is a testament to how much they value being part of this school community.

The values and vision have created an active culture of personal responsibility. Children develop a strong sense of responsibility towards each other and adults. An example of this is children take responsibility for the Easter service at St Peter's Church as the finale to the school's Easter project. The school offers many practical responses to national and local charities and raises considerable funds. However, the children are not actively championing responses to injustice themselves.

The profile of RE has been raised within the school. To emphasise this there are two curriculum leads in place. Planning is detailed and well-resourced using structured, comprehensive curriculum lessons. RE leadership is experienced and effective. Regular staff training has given staff confidence to be more creative in lessons. The school values its links with the diocese. The school has benefitted from the legacy of Godly Play resources left to them by a member of the community. These are used extensively and the children gain from them. These resources and the spiritual spaces within classrooms have offered an extra dimension to RE. Monitoring and evaluation by governors and senior leaders is regular and precise. For example, they identified that the teaching of world religions was not as strong as that of Christianity. As a result, further development is taking place to ensure the teaching of world religions and worldviews are given a higher profile.

Teaching and learning in RE is very effective. Children speak highly and enthusiastically about RE. They are proud of their work and their progress. Class big books record a broader picture of teaching, particularly in early years. An example of this is the practical last supper set up for the children to experience as part of the Easter project. This way of working also supports children who are vulnerable or with SEND in their access and progress throughout their school life. Children are knowledgeable about Christianity and articulate their knowledge well. The Easter project encourages a detailed examination of Easter's place in the faith and belief of Christians. They express interest and enjoyment at learning about world faiths because it makes them more understanding and respectful of them. Children are able and encouraged to ask big questions. Confident staff use more engaging teaching styles through art, drama, video clips and animation. Leaders monitor progress through planned and sequenced assessment.

The inspection findings indicate that St Peter's Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	14 March 2024	URN	126028
VA/VC/Academy	VA	Pupils on roll	379
Diocese	Chichester		
MAT/Federation			
Headteacher	Denise Maurice		
Chair	Paul Doick		
Inspector	Julie Bowen	No.	C.23/24