

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

<b>St Peter-in-Thanel Church of England Junior School</b>			
<b>Address</b>	Grange Road, St Peter's, Broadstairs, Kent, CT10 3EP		
<b>Date of inspection</b>	7 October 2019	<b>Status of school</b>	Voluntary Aided Junior
<b>Diocese</b>	Canterbury	<b>URN</b>	118750
<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>
<b>School context</b>			
<p>St Peter-in-Thanel is a primary school with 363 pupils on roll. The majority of pupils are White British with around 12 percent of pupils from a range of other ethnic backgrounds. A very small proportion of pupils speak English as an additional language. The proportion of pupils considered to be disadvantaged is just below national averages. The proportion who have special educational needs and/or disabilities (SEND) is well below national averages. The school was originally sited within St Peter's parish but is now geographically within the neighbouring parish of St Andrew's. Consequently, there are links with both churches.</p>			
<b>The school's Christian vision</b>			
<p>We are a church school, at the heart of the community, revealing God's love for His creation through our love for one another. Each member's talent is developed and nurtured in an open, creative environment in order that they may joyfully flourish and be given voice to live life to the full.</p> <p style="text-align: center;">Unlocking learning whilst living in God's love.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• Recently introduced, the inclusive Christian vision underpins the nurturing relationships which embrace pupils, families and staff. All, including vulnerable pupils and those with SEND, are enabled to grow and achieve.</li> <li>• The curriculum has evolved significantly since the time of the previous denominational inspection. Along with the extra-curricular and enrichment activities, pupils' academic and personal development is excellently supported. Pupils link the outworking of God's love to caring relationships and to positive behaviour. How they relate it to their attitudes to learning across the curriculum is less evident.</li> <li>• Pupils have a role in planning, leading and evaluating collective worship. To support pupils further, there are clear plans to take part in a newly introduced diocesan resource and training.</li> <li>• Religious education (RE) is effectively led. Engaging lessons are responded to well by pupils. An appropriate range of religious and ethical issues are addressed. The use of visitors from different faith traditions and visits to places of worship is an area that the school has rightly identified as a next step for improvement.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Support pupils' academic development further by enabling as strong a link with the outworking of God's love to learning as to relationships and behaviour.</li> <li>• Enrich pupils' experience of worship by increasing leadership opportunities.</li> <li>• Enhance the RE experience of pupils and their appreciation of difference and diversity by extending the use of visits to places of worship as well as receiving visitors from different faith communities.</li> </ul>			

## **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**

Founded on its trust deed of 1847, the school emphasises its longstanding Christian service to its community. This is based on the fundamental Christian concept of love, and expressed, for example, through an open and inclusive admissions policy. The new vision was introduced in January 2019, following a period of consultation. The vision reflects an inclusive view of Christian education based on biblical teaching. Focusing on reflecting God's love through showing love for others, the vision is well known, despite being relatively newly introduced. Pupils relate this to their behaviour and actions but are less able to consider how it impacts on their day to day learning. The vision positively reflects recent developments in Church of England education. The school also promotes the Department for Education's British Values, relating these well to its Christian underpinning.

Governors support and challenge the work of the school appropriately. They have ensured secure leadership for collective worship and RE, both of which make significant contributions to achieving the vision and to pupils' spiritual and moral development. The governors' monitoring role is developing and enables them to have good insights into school life and the impact of the vision. Issues from the previous denominational inspection have been well addressed. Professional development and training for staff and governors is supported by partnerships with another church school that the headteacher oversees, through local school networks and through diocesan training. Thus, they are aptly supported for working in a Church school context.

Curriculum decisions are wisely taken with a clear purpose of delivering a broad and creative experience for pupils. This is expressly linked to the school's Christian vision by a focus on providing a well-rounded education to support and challenge learning and to encourage personal development. The school's motto of 'Unlocking learning whilst living in God's love' effectively summarises the school's intent for the wide-ranging curriculum offered. Hence, attainment and progress have improved considerably. They are now consistently and significantly above the national and local averages. Any gaps in achievement between different groups of pupils has been minimised. There is a happy, purposeful and stimulating learning environment, enhanced through good displays and a well cared for site. Pupils, whatever their starting point or background, are strongly supported in making expected and often better progress. Pupils' personal development is likewise given priority. Their varying interests and talents are celebrated. Any barriers to learning are suitably addressed by, for example, targeted teaching and interventions and compassionate pastoral care. This means that pupils enjoy being in school, as reflected in attendance being above average for schools with a similar profile. Pupils can relate God's love to their behaviour, both in and out of school. The motto is consistently recognised as summarising the school's vision. As one pupil reflected, 'We show love to each other like God loves everyone'. It is also seen in the confidence and friendliness demonstrated by many pupils, through their self-awareness and self-discipline, and in the positive behaviour and relationships in evidence. There is an appropriate focus on ensuring pupil and staff wellbeing. This includes supporting healthy relationships and good mental health, through for example, good pastoral care and addressing both justice and forgiveness when dealing with any behaviour issues. This is well recognised as being related to the school's vision. Therefore, in keeping with the school's Christian vision leaders at all levels focus well on encouraging all to flourish, both academically and personally.

Pupils' opinions are well listened to and they have a range of opportunities through which to take responsibility for themselves and others. This includes, for example, cutting down in school on single-use plastics as an expression of showing God's love for the world, as well as a wide range of charitable giving. As one pupil said, 'It important to show God's love by making a difference where you can'. Pupils have a developing understanding of difference and diversity and are respectful of others.

Collective worship is a valued part of the school's daily life. Pupils enjoy their worship experiences because they feel fully included. Similarly, staff are well engaged and recognise its significance across the school. Through worship, pupils and adults think about and apply the school's vision and value of love to life in school and beyond. Appropriate use is made of biblical material. The programme enables consideration of key Christian beliefs about God and the significance of Jesus for Christians. Worship is enhanced through regular opportunities to visit the parish churches of St Peter and of St Andrew. School visits for worship alternate between these two church buildings linked with the school. This enhances pupils' understanding of Anglican practices, such as opening and closing sentences with responses, although this is less evident in worship held in school. Parish clergy from each church regularly lead worship in school. Prayer and reflection are embedded into the school's worship practices. Pupils and staff participate willingly during worship. Pupils are involved in planning, leading and evaluating worship. The school has rightly identified the need to refine this further. There are clear plans in place to take advantage of some new training and a resource provided by the diocese to support such pupil involvement.

The RE curriculum has an appropriate balance between a focus on a range of world faiths, including Christianity, alongside ethical issues. Pupils' appreciation of key Christian beliefs and concepts and skills have been enhanced since the introduction of a resource called Understanding Christianity. They engage with learning about a range of faiths, recognising how it helps them, 'be respectful and understand people'. Some visits to places of worship take place but are not consistently part of curriculum planning. Whilst clergy and lay people are engaged in lessons, the use of visitors from a range of faiths into lessons is under-utilised. This means that pupils' first-hand experience of the relevance of faith to people today is not fully developed. Through a wide selection of activities and approaches, pupils engage positively in their RE lessons. Thus, their learning is deepened. Written work is comparable in terms of depth, presentation and variety, with their literacy work. This demonstrates that they take their learning seriously. There is a good range of responses and understanding of the topics covered and how these relate to life in school and beyond. Assessment, following school protocols, regularly helps pupils to know the next steps in their learning and helps their teachers to target learning more effectively. There is a longstanding and experienced RE subject leader, who draws well on diocesan guidance and support. Thus, staff are well supported in their teaching of RE.



**The effectiveness of RE is Good**

In-school monitoring of RE, verified during the inspection, shows that teachers are confident in teaching the subject. There are effective links with other curriculum subjects which supports learning well. This means that pupils develop their knowledge, understanding and skills appropriately. Consequently, their good attainment and progress is evidenced through their written and oral work and through their strong engagement with the subject. Pupils enjoy addressing 'big questions'. They present their own views confidently and listen respectfully to others' views, even when they differ from their own.

Headteacher	Tim Hunter-Whitehouse
Inspector's name and number	Pamela Draycott (161)