Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary and Nursery School

Vision

Reflecting God's love for us all, we strive to shine like a light in the world; empowering each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do'

(Matthew 5:16)

St Peter's Church of England Primary and Nursery 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.

Notable Strengths

- The ambitious Christian vision encourages adults and pupils to have high aspirations and 'to shine'. This helps to create a community in which people feel nurtured to grow.
- Collective worship is shaped by the vision. Carefully planned time for reflection and links to real life experiences enrich spiritual flourishing.
- The inclusive vision successfully supports those who are deemed vulnerable and/or disadvantaged. This promotes a deep sense of belonging and of being valued.
- Partnerships, including those with the trust, diocese, local church and wider community impact positively on the lives of adults and pupils. Consequently, people thrive, including in difficult times.
- The personalised model for professional development means that staff access bespoke training and pastoral care. As a result, they feel enabled to achieve well.

Development Points

- Strengthen governors' evaluation of the impact of the vision on key areas of Church school life. This is to assist leaders in securing ongoing improvements.
- Deepen pupils' knowledge of a range of world religions and viewpoints other than Christianity. This is to broaden their understanding of the multi-faith world in which they live.
- Embed the school's approach to spirituality across the curriculum and wider curriculum. This is to enhance spiritual flourishing.

Inspection Findings

Vision and Leadership

The vision and associated values are embedded into the daily life of St Peter's school. Pupils demonstrate a secure understanding of how they can live out the vision through the analogy of 'being a shining light'. Driven by the ambitious vision, leaders prioritise flourishing for staff and pupils. This helps to foster a sense of a nurturing community with shared goals. The trust vision of 'being your best self' aligns with the school's theologically rooted vision. Consequently, trust and school leaders focus on ways to improve outcomes. This manifests itself in the high aspirations pupils and staff have for themselves. The school benefits from a strong relationship with the diocese and regularly attend training. Outward looking leaders are committed to sharing good practice. This, along with regular evaluation by leaders, results in improvements. An example includes training to deepen understanding about spirituality. Governors have high ambitions for the school community. They conduct a range of monitoring activities. However, their findings are not always fully evaluated. As such, the impact of the vision or next steps are not consistently identified.

Vision and School Culture

Guided by the vision of empowerment, leaders prioritise the wellbeing of the school community. Staff are provided with individualised professional and pastoral support through a trust initiative known as 'Thrive'. This promotes a deep sense of being valued as unique individuals. Consequently, staff turnover is low. Through trust led training, staff have explored the impact of trauma on wellbeing. Leaders recognise that people cannot thrive if they or their families are suffering. Help is offered with kindness and in a way that is empowering. Initiatives, such as the school's second-hand uniform shop, mirror the vision of 'being a light for others'. Leaders signpost families to external support where necessary. Guided by the value of teamwork, impactful partnerships enhance the school's pastoral offer. These include links with the police, town council and healthcare providers. As a result, pupils, including those deemed vulnerable and/or disadvantaged, are well cared for. Initiatives, such as the end of week movie lunch, improve attendance and promote good mental health amongst pupils. The school's behaviour policy is built around the inclusive vision. Pupils are supported to have restorative conversations when things go wrong. They accurately link this to the values of fairness and honesty.

Vision, Justice and Responsibility

The vision of being 'a light for other people' supports pupils' understanding of how they can make a difference. They demonstrate an awareness of justice and responsibility in their behaviour. For example, pupils describe how litter picking helps to 'make God's world better'. Likewise, they recognise how they can take actions to challenge injustice. This includes donating money to charities. Pupil voice is well represented through the different leadership roles. This includes a safeguarding group, who meet with leaders and governors. They initiate change, such as sectioning the playground at lunchtime, so that pupils feel safer. Curriculum resources, such as news clips, encourage pupils to explore local, national and global issues. The impact of this can be seen in pupils' responses in their reflection books. For example, when thinking about refugees, they highlight the importance of welcoming people. External partnerships enhance pupils' understanding of how they can take action to challenge injustice. This includes a pupil who, inspired by a presentation from a charity, subsequently raised money for them. A joint project with the trust helps staff to better understand the plight of refugees. This demonstrates a shared commitment to the values of fairness, care and respect.

Vision and Curriculum

The curriculum encourages pupils to explore the wider world. It includes the study of people who have overcome challenges or have made a difference. These purposefully include people from different heritages and backgrounds. Pupils link this to the vision of dreaming and believing. Pupils who have special educational needs and/or disabilities (SEND) access the curriculum through adapted learning. Working alongside the trust, staff have developed strategies which support pupils to regulate their behaviour. This promotes resilience. A variety of clubs and visits are offered. Driven by the value of fairness, the school subsidise costs where necessary. This makes these experiences universally accessible. Therefore pupils, including those deemed vulnerable and/or disadvantaged, can develop their own talents and thus feel valued. Regular visits to the local church support

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teaching and learning. For instance, looking at Baptism records as part of the history curriculum. This promotes the value of teamwork. Leaders have mapped out opportunities which support spiritual development throughout the curriculum and wider curriculum. However, they are not embedded. Consequently, their impact is underdeveloped.
Religious Education Leaders recognise the importance of religious education (RE) and have developed a well sequenced and progressive curriculum. This provides opportunities for pupils to study a range of world religions and viewpoints. Staff access training from the diocese and use high quality teaching resources. Pupils value the opportunity RE offers to explore their own opinions. They demonstrate a deep understanding of Christianity through the appropriate use of religious vocabulary. They recognise that Christians live all over the world and that they worship in a range of ways. Pupils understand that not everyone holds a religious viewpoint, recognising the importance of learning about a range of world religions and beliefs. Mirroring the vision of inclusion, they explain how 'everyone should decide what they want to believe'. However, when describing the key beliefs and practices of religions other than Christianity, pupils are less confident. This, along with limited visits to the associated places of worship, results in some misconceptions.
Worship and Spirituality Worship is valued as a special time to come together as a community. It is carefully planned so that biblical teachings are linked to real life experiences, the vision and associated values. Opportunities for discussion and a 'takeaway mission' means that people feel included and inspired. Staff and parents/carers accurately describe the impact of worship in the way pupils behave, such as conducting acts of kindness. This supports spiritual flourishing. Worship is delivered by clergy from different Christian denominations. This deepens understanding of the variety of ways in which people worship. The school community and parents/carers meet in St Peter and St Paul's Church to celebrate key festivals. Furthermore, clergy deliver weekly worship in school. This promotes a sense of belonging and demonstrates the impact of effective partnerships. The metaphors of windows, mirrors and doors encourage a sense of looking inwards and outwards. This enriches spiritual development by providing a shared way to explore thoughts and feelings about worship.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Shrubbery Gardens Wem, Shrewsbury, Shropshire SY4 5BX		
Date	02 October 2025	URN	145790
Type of school	Academy	No. of pupils	400
Diocese	Lichfield		
MAT/Federation	Empower Trust		
MAT Chair	Paul Bunting		
Headteacher	Sarah Kynaston		
Chair of Governors	Simon Wilkins		
Inspector	Joanne Hyslop		