Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School

Vision

At St Peter's, every child will live, love and learn in an environment founded upon Christian and moral values; they will leave the school with the knowledge and skills to be lifelong learners and rounded citizens, able to make a difference and a positive contribution to their future society.

All that we do is founded upon a clear set of shared values and scripture, from which our motto is derived:

Together We Believe, Aspire and Achieve

St Peter's Church of England Primary 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.

Strengths

- The established and embedded Christian vision drives school policy and action. This is lived out daily, enabling pupils and adults to flourish.
- The school's vision, underpinned by strong Christian values, creates a culture where pupils and adults are treated well. This establishes a 'togetherness' that underpins the caring ethos.
- A well-planned curriculum, alongside rich and varied extra-curricular opportunities, are rooted in the Christian vision. They enable pupils to 'believe, aspire and achieve'.
- The religious education (RE) curriculum is well-balanced and relevant to the school's context and locality. It encourages pupil engagement and a deeper understanding of Christianity as well as a variety of worldviews and beliefs.

Development Points

- Deepen individual's spiritual development through collective worship. This is so that pupils gain a greater understanding of spirituality.
- Enhance the opportunities for pupils to understand justice beyond their community. This is to enable them to know how to be agents of change.

Inspection Findings

The Christian vision at St Peter's School is established through Christian values and two Bible verses. They have each been carefully chosen by members of the school community to reflect the context and location of the school. It consistently shapes school policy, practice and daily life. This enables pupils and adults to flourish. Leaders share a core purpose to provide an environment that enables pupils to 'live life in all its fullness' (John 10:10). Leaders also provide guidance and create occasions that encourage pupils to support and uplift one another, reflecting the scripture of Thessalonians 5:11. This vision is prominent from the moment you enter the school. The strong understanding of 'togetherness' enables pupils and adults to 'believe, aspire and achieve'. Christian values strengthen the vision and are considered and revisited regularly. Possibilities to reinforce it are kindled across the school day. For example, lunchtime concludes with the pupils and adults walking and talking around the school field. Music plays as the community join to share their reflections and enjoy their partnership and support of each other. A range of quotes, some from the Bible, adorn the walls around school. These are also carefully chosen by adults and pupils in partnership to strengthen the vision. Pupils, rightly, appreciate the broad range of opportunities that they have access to, including visits and visitors. Leaders have a shared purpose to provide such rich experiences and raise pupil aspirations so that they can achieve. As a result, pupils and adults both flourish.

The Christian vision is the foundation of the school's curriculum and wider provision. Curriculum intentions are firmly rooted in this vision. Leaders' high expectations reflect a strong commitment to the drive for aspiration. Pupils are enabled to access enriching visits and experiences that promote inclusion. This contributes to pupils' personal development and flourishing. Leaders, including governors, effectually monitor both the curriculum and extra-curricular provision to ensure the vision has the intended impact. Strong partnerships with the local diocese enrich spirituality across the curriculum. Pupils confidently engage with the 'windows, mirrors, and doors' framework. This allows pupils to reflect on themselves, understand others, and feel empowered to act for change. The approach supports spiritual growth. The lived-out vision, nurtures aspiration, Christian values and community, resulting in an inclusive ethos. Leaders carefully consider individual needs and provide well-adapted support so that pupils are enabled to thrive. Initiatives such as 'World of Work Week' broaden pupils' horizons and connect learning to real-life aspirations.

Collective worship is a highly cherished and integral part of each school day. Leaders plan worship thoughtfully. This ensures that it reinforces the learning of core Christian values, which underpin the vision. Worship themes suit the school's context and community. It promotes inclusion and celebrates diversity through music, story and action. Class worship builds on whole school worship by offering space for pupils to reflect collaboratively, question, and respond together. Class floor books, which support discussion and thought from within worship, beautifully capture the interpretations and reflections. However, opportunities to deepen spiritual experience are in their infancy. Therefore, the extent to which spirituality develops is limited.

As a result of the embedded Christian vision, this school has established a strong culture of working together. Pupils and adults are valued as individuals and look out for and support each other. There is a shared approach of care and nurture amongst staff. Leaders are passionately driven to enhance the lives of pupils and adults. Their aspirations for pupils to experience new and broad opportunities and see life beyond their local area is prioritised. This strengthens the school community through an appreciation of the experiences and sharing their responses to them. The playground is organised into zones so that individuals' needs are considered. Adaptations are made to support pupils, including those with special educational needs and/or disabilities or other vulnerabilities. For

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example, knowledgeable adults effectively use resources to ensure that pupils can access and engage in learning. Leaders in school prioritise staff wellbeing. The school's vision of aspiration applies to both pupils and adults alike.

There is a strong sense of responsibility throughout the school community. Pupils reflect deeply on caring for themselves and others. They thoughtfully respond to collective worship themes to support one another. For example, they talk about how their actions alter by thinking about worship messages, such as being more empathetic. One pupil shared how hearing others' perspectives helped them reconsider their own views. The 'windows, mirrors and doors' approach also supports pupils with a mechanism to manage their behaviours and 'make things better'. Older pupils relish the chance to support and guide younger pupils. Leaders actively create avenues for pupils to take responsibility for the world around them. The school has achieved an environmental award and is a founding school of an eco-project to reduce waste and plastic. Pupils run a weekly re-fill shop for the community. This has inspired some pupils to be more aware of plastic use in the home. A group of Key Stage 2 pupils took part in a national project with the Premier League to tackle gender equality through girls and football. This allowed those pupils to use their voice to promote inclusion and celebrate difference. However, such occasions are scarce and pupils' awareness of justice beyond their local community is limited. This restricts their sense of empowerment and thus opportunities are missed for pupils to tackle injustice.

RE is well led and carefully planned. There is a new syllabus in place and the transition has been managed successfully. Leaders have worked hard, alongside the local diocese, to ensure that it is well-sequenced, relevant and diverse. There is effective monitoring of the subject. This ensures that leaders have a clear picture of RE learning across the school. The change has resulted in increased pupil engagement and enjoyment. Pupils are developing their reasoning and discussion skills. The RE curriculum is enriched with visits and visitors. Leaders have forged strong links with a range of diverse communities, broadening pupils understanding of Christianity, world faiths and other worldviews. RE is well-resourced, and adults access training with the local diocese. Leaders have also utilised additional training to further adults' knowledge and understanding of world religions. Thus, the RE curriculum is appropriately challenging for the pupils.

Across the school, RE Lessons are balanced and taught effectively, offering opportunities for pupils to deepen their reflection, response and discussion. Adults are skilled in questioning pupils, encouraging deeper thinking. Pupils themselves recognise that they are making progress in these lessons. Leaders, including governors, challenge teachers to ensure standards are high. Detailed assessment systems enable leaders to have a clear understanding of pupils' progress in the subject. Adults use this information well to inform teacher planning.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Vicarage Road, Swinton, Greater Manchester M27 0WA		
Date	17 June 2025	URN	105948
Type of school	Voluntary Aided	No. of pupils	226
Diocese and Methodist District	Manchester		
Headteacher	Peter Wright		
Chair of Governors	Jeremy Sheehy		
Inspector	Rachel Jones		

