

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England VA Primary School, Paddington	
Address	Chippenhams Mews, Paddington, London, W9 2AN
School vision	
St Peter's embraces Jesus' promise of 'living life in all its fullness'. John 10:10 Invite: We invite everyone on our journey towards a bright and fulfilling future. Include: We include everyone: differences are valued and individuals can flourish. Imagine: We imagine a world of hope and harmony in our inclusive Christian environment. Inspire: We inspire everyone to make a difference and be the best they can be.	
School strengths	
• The strongly embedded distinctly Christian vision is expressed through values and is integral to all parts of the community. It creates a warm and inclusive school where everybody is recognised as special. • Effective leadership has established a challenging curriculum which encourages pupils to ask and answer big questions. They think deeply and bravely without fear of not knowing an answer. • Partnerships with the community, faith groups and diocese are strong. They have strengthened many aspects of the school. Leaders know their school very well. • Leaders' commitment to wellbeing, especially in relation to individual requirements to make sure that needs are met. There are innovative structures in place to make sure the community as a whole will achieve and flourish. • Religious education (RE) is led well and is given high regard within the life of the school. Pupils see it as an important academic subject and enjoy learning about a range of world faiths. This is preparing them for the world beyond their local community.	
Areas for development	
• Enable pupils to apply their understanding of injustice and deprivation to become independent agents for change. • Continue to train and lead staff on their journey of understanding of learning within RE. This is to deepen opportunities for learning across the curriculum. • Agree a shared language for spirituality that supports the planning of spiritual opportunities across the curriculum. This is so that pupils will have confidence to talk about their spiritual flourishing.	
Inspection findings	
In line with their vision, St Peter's Church of England is a thriving and flourishing school which aims to 'Invite, Include, Imagine and Inspire'. The school welcomes every child as a unique individual. It is a warm and inclusive environment where all are invited to embrace Jesus' promise of 'living life in all its fullness'. Leaders, including governors, demonstrate a good understanding of why their vision is	

right for their context. They ensure that this is not only understood by everyone, but that it is lived. Leaders are brave in making decisions which serve their community. This means that disadvantage created by deprivation and learning barriers are overcome. They actively pursue innovative avenues to weave neighbours together. The vision drives decisions and is reflected in policies and practice.

St Peter's has designed a curriculum to match their community's needs. The curriculum reflects the Christian vision by emphasising key skills and fostering curiosity and open-mindedness among pupils. School leaders are rigorous in their monitoring which means that strategic decisions always benefit the pupils. This is demonstrated in the diocesan partner work which has been instrumental in monitoring and developing planning. School leaders' evaluations are robust and systematic. Governors and leaders have developed strong partnerships in the community that help the school to move forward. Art, drama and music are used to deepen the spiritual development of the community. Opportunities for prayer and reflection are part of the daily activities. Spaces inside the school and out on the playground are used to encourage pupils to explore their inner strengths and beliefs. Leaders describe spirituality as the nurturing of the inner life of the soul to embrace questions, doubts, and the wonder of existence. They invite pupils to sit comfortably with ambiguity and the unknown. This allows pupils to foster resilience for future success. However, currently there is no consistently used language for pupils to use when discussing spirituality. This limits their ability to develop their own understanding.

Senior leaders are uncompromising in their aspiration that all should flourish as part of a caring school community. Koinonia, the first of St Peter's values, is described by them as a fellowship of like-minded thinkers driven by values. Parents and carers talk fervently about their 'beautiful school that changes lives.' They feel heard and inspired by the approach to life and the building that feels like home. Staff talk fervently about how the Christian vision at St Peter's is 'felt' and owned by all. This results in excellent relationships and high staff morale. When staff join, they quickly feel part of the school and recognise the opportunities provided for support and development. Staff feel very valued and supported by their leaders. Pupils feel listened to and supported by staff. If they need to talk, they know the teachers are 'always there for them'. As a result, pupils and adults feel loved because they are treated well and enabled to thrive.

Pupil behaviour is impeccable, as they seek to serve and respect each other. This is driven by their understanding of what it means to be a rights respecting school. Forgiveness, and respect are central to the behaviour policies and practices across the school. Parental and pupil concerns are listened to and resolved effectively. The school's inclusive and trauma-informed approach enables staff to adapt learning experiences for pupils who struggle the most. The potential of every child is believed in and supported so that they thrive. At a recent talent show, leaders shared proudly the journey of those performing and being able to celebrate talent. New approaches allow early identification of pupils' diverse needs. Focused training raises staff knowledge and skills, so that additional intervention programmes for pupils are implemented.

Many lives are touched and spiritually enriched by collective worship. It is highly valued and regarded as an important time in the school day. There is a rich familiarity and sense of spirituality prompted by the drama and exploration of stories. Pupils retold the story of 'Lubna and pebble' to unpick what friendship means but also to shine a light on the plight of refugees. The impact of singing, music and drama during worship is powerful and supports pupils' spiritual development. Pupils talk about the sense of peace they garner from being together to think. They know that life in all its fullness is also one that is quiet at times.

Pupils are passionate about taking care of their world. They enjoy making a difference, for example, by engaging in projects such as the Archbishops' Young Leaders Award. They talk about how they supported a charity for those about to be homeless and organised donations. Pupils have a good

understanding of diversity, woven through all subjects. For instance, they explore about people from different backgrounds who make a difference. Class reading books look at issues of disability, refugees and injustice, promoting lively discussions. As a result, everyone is seen as being special. They broaden their horizons and challenge injustice in their wider world. Pupils should next apply their understanding of injustice and deprivation to become independent agents for change.

The high-quality teaching of lessons is creative and carefully planned. RE is well-resourced and given high priority in the school. Individual and class books reflect the opportunities which pupils have to develop their knowledge of world religions and worldviews. Feedback provided by teachers is exceptional, providing challenge and extending learning. It also informs future teaching and learning since it quickly detects misunderstandings or concepts that need to be revisited. As a result, pupils make rapid progress in RE lessons. Books from the school are used as exemplars by diocesan RE advisers. Teachers are eager to engage in learning and with the subject lead. The school is beginning to incorporate approaches to the teaching of RE which will deepen teachers' understanding of best practice.

RE enables pupils to explore a range of world faiths. They develop an understanding of increasingly complex concepts in Christianity through their time at school. There are brave choices in how RE is taught. Older pupils took part in a big question about the artist el Seed. They explored if 'calligraffiti' on mosques was acceptable. This was done respectfully with the teacher as guide. The youngest pupils discussed thoughtfully what role godparents might play in life and how parables teach us values in life. Pupils are proud of their RE books. Many pupils say that RE is their favourite subject and appreciate its variety and challenge.

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

Information			
Inspection date	5 July 2024	URN	101139
VC/VA/Academy	Voluntary aided	Pupils on roll	189
Diocese	London		
MAT/Federation			
Headteacher	Sam Adcock		
Chair	John Kitchen		
Inspector	Elizabeth Savage	No.	2323