

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Voluntary Aided Junior School, Farnborough

Vision

Our Christian vision is inspired by John 10:10: 'I have come that they may have life, life in all its fullness'.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to 'Learn and Live - Life in all its Fullness'. As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to 'use whatever gift you have received to serve others' (1 Peter 4:10).

St Peter's 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 deeply Christian vision is implemented with relentless enthusiasm and is fully embedded in school life at all levels. It is widely understood and owned. As such it is the main driving force.
- Leaders and governors are highly effective in shaping the distinct Christian identity of this school. They lead by example and with a strong understanding of service. Actions are very well-planned and evaluated, based on strong monitoring strategies.
- The school vision creates a culture, based on trust and respect that enables pupils and adults to flourish. Each individual is valued and celebrated. Additional needs of any kind are met generously.
- In close partnership with the local church, the school provides a rich and varied balance of collective worship opportunities that enable pupils and adults to flourish spiritually.
- The religious education (RE) curriculum is well-planned and sequenced. This enables pupils to make good progress in their thinking and understanding.

Development Points

- Using the foundation already established, embed opportunities for spiritual development more consistently across the curriculum. This is to ensure that meaningful experiences can provide a breadth of spiritual understanding that continues to deepen the intent to give back to others.
- Utilise the expertise that is already in place to broaden the professional understanding of strong RE planning, delivery and outcomes across the school. This is so that increased levels of engagement can further cement the influence of RE in fulfilling the ambitious intent of the school's vision.



Inspection Findings

St Peter's is a vibrant junior school where the deeply embedded Christian vision enables pupils and adults to thrive. It is summarised by the statement 'learn to live- life in all its fullness' and is implemented using well-defined school values. These combine with appropriate points of learning drawn from the life of St Peter. Together, a coherent vision is created that pupils can embrace and live individually. At the same time, it infuses the wider school and is known by all. It has driven the school's development and it continues to shape the school's improvement and daily life. One parent described its impact as, 'helping my child celebrate life.' Life in this community is firmly rooted in this Christian vision.

The school is led well. Leaders are deeply committed to sustaining a fully inclusive place where each child is celebrated. The governing body offers wise, strategic oversight in a spirit of service. Their creative approach to monitoring and evaluation, using their insightful understanding, has led to a detailed knowledge of the school. This enables them to offer appropriate challenge that is thorough and compassionate. The school has a range of valued and effective partnerships. Staff work well with the diocese in a relationship of mutual support. The impact is evident in the provision for collective worship, spiritual development and the RE curriculum.

The aspirational vision infuses the innovative curriculum through the application of overarching questions. The school's intent to 'draw on a broad range of learning whilst giving back to others' is realised. Each half term ends with meaningful points of reflection or action, in order to achieve this. This leads to a wide range of projects focused on the local, national or global community. A sense of service and widened horizons is very evident in the learning of pupils. Clearly defined strategies, throughout school life, challenge and inspire pupils on their spiritual journey. They rightly speak, with confidence, of their ability to reflect and respond to their spiritual learning. One member of staff spoke of how, 'the children set the example in their spiritual awareness.' The school has made purposeful progress in widening opportunities for spiritual development across the curriculum. However, their own strategic planning rightly identifies that this is not widely and consistently embedded.

The school vision invites its community to engage actively with the Christian faith. Daily collective worship is planned in thorough detail. Consistent monitoring by school leaders and governors rightly shows that pupils and adults value worship. They appreciate the variety of approaches that are offered. This breadth invites pupils and adults to respond individually whilst feeling included within their worshipping community. This rich and balanced approach, and their understanding of spiritual development, enables pupils and adults to flourish spiritually.

The partnership with the local church is very important in the life of the school. The church gives generously of their time, resources and expertise. They partner the school in a range of initiatives. This includes the 'meet and eat' project where pupils enjoy opportunities to serve and learn in a multi-generational setting. The church also runs a well-managed mentorship programme to support pupils in times of challenge. This has enabled individual pupils to access their learning more successfully. The school and the church work hand-in-hand. This reflects their shared view that they are a united community, serving each other.

Relationships are rooted in the school vision and its call to serve others. This is modelled particularly well by school leaders and staff. One leader rightly stated that, 'Every child is included - every child is valued.' One parent felt her child was, 'truly embraced by this school.' At all levels there is a strong sense of trust and nurture. This ensures that the mental health and wellbeing of all have a high priority. Pupils, families and staff are quick to recognise this and strong evidence from the school's systematic monitoring rightly endorses this view. Effective pastoral and



additional need support is readily provided. Innovative strategies enable vulnerable pupils and their families to thrive whilst feeling included and valued.

The school's implementation of its vision ensures that pupils have a clear understanding of both responsibility and justice. The use of enquiry within the curriculum prompts individual and collective reflection. As a result, projects of social action and service are often the outcome of this rich learning. For instance, when studying West Africa, pupils are challenged to consider the concept of fair trade in their own context. Based on this learning, the unit climaxes with a market of hand-made products to raise funds for a local community in The Gambia. Such approaches ensure pupils serve with purpose and an understanding of justice. The school actively seeks to partner with their local community and national initiatives such as 'Global Neighbours' are embraced. These partnerships enhance the many diverse opportunities the school provides for its pupils.

The RE curriculum is effective. Learning is sequenced well, through interesting units of study. These are linked to a clear process of assessment. This allows for learning to be adapted to meet the needs of pupils effectively. This helps to ensure that they make good progress in their understanding. They are confident in the way they express their enjoyment of RE. One stated that it 'unlocked' her thinking. Pupils are clear about the impact of faith and belief systems on their lives and the lives of others. One said, 'faith changes how I do things.' This reflects the implicit link between faith and action that underpins the school vision. Such confidence builds an acceptance of others and an awareness of their needs. Pupils value their own viewpoints but willingly accept those who follow different faiths and hold other worldviews. However, leaders have rightly identified that the range of pupils' written work does not represent the depth of this understanding and learning. RE is led and delivered innovatively by a specialist teacher who teaches the subject to each class across the school. The impact of this is evident in the high standards of pupil understanding and enthusiasm for the subject. Nevertheless, class teachers' limited involvement in the subject, narrows their working understanding of how RE relates to other areas of learning. This, in turn, lessens the range of expertise. However, overall, RE is playing a strong part in fulfilling the ambitious intent of this school's vision.

Information

Address	Church Avenue, Farnborough, Hampshire. GU14 7AP		
Date	11/12/2024	URN	116388
Type of school	Voluntary Aided Junior School	No. of pupils	226
Diocese	Guildford		
Headteacher	Carmella Reece		
Chair of Governors	Graham Hudson		
Inspector	Trevor Cristin		