

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

### St Peter's Church of England Primary and Nursery School

#### Vision

'You're blessed when you're content with just who you are – no more, no less' Matthew 5:5 (The Message)

At St Peter's, we support each child to flourish as a person that God created them to be. Our school family recognises that we all have different abilities, strengths and gifts, and everyone is valued equally. Our hope is that these strong foundations will enable our children to live contented, fruitful lives and let their light shine.

'Let your light shine:' 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 school's strong Christian vision permeates throughout the school. There is an unwavering desire from leaders for all to be 'content with just who you are'. It offers an environment for adults and pupils to live fruitful lives.
- Inspired by the school vision of 'letting your light shine', leaders create a culture of inclusion. Rooted in the school's values relationships are strong and central to the school. Consequently, adults and pupils are seen, heard, cared for and valued.
- Religious education (RE) is given a high importance within the taught curriculum. Strong leadership ensures that pupils experience a relevant curriculum. This enables them to develop a secure knowledge of Christian theology and explore a range of other worldviews.
- Spiritual development is an intrinsic part of the curriculum. This shared approach enables pupils and adults to flourish spirituality as thoughtful and compassionate individuals.
- Pupils have a strong sense of responsibility. Planned curriculum and collective worship opportunities help pupils to reflect on local and global issues and understand how they can make a positive impact.

#### Development Points

- Extend the way that the RE curriculum deepens pupils understanding of diversity within and across religions. This is to enrich their understanding of the diverse ways that people live out their beliefs and views.
- Develop the spiritual opportunities and language in collective worship. This is to further enrich worship and deepen spiritual development of pupils and adults.



## Inspection Findings

### Vision and Leadership

St Peter's Christian vision enables adults and pupils to thrive. It shapes strategic decisions such as the curriculum and enrichment activities. Pupils are encouraged throughout the day to 'let their light shine', not just for themselves but each other too. Adults invest considerable time in getting to know and understand pupils. From the moment they start, pupils are known, valued and supported as individuals. Dedicated and experienced staff adapt the curriculum to meet pupils needs. Through this care, pupils are confident in their aspirations for themselves, others and the wider world. Leaders enact the vision through listening to, acting on and respecting feedback from pupils and staff. The diocese provides valued support that enhances the strength of the vision, RE curriculum and nurtures the community. Governors make perceptive evaluations, ensuring that the vision informs policy, practice and recruitment decisions.

### Vision and Curriculum

Pivotal to the well-planned curriculum lies the school's vision and values. Leaders dedicate time to review the curriculum, ensuring its foundations enable pupils 'to live contented, fruitful lives'. Early support, alongside care and attention, plays an important role in meeting the individual needs of pupils. This enables pupils, including pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND), to flourish in their own unique way. Spirituality is intrinsic throughout the curriculum. During these moments pupils are invited to wonder, ask questions and enquire. This offers the idea that there is something bigger than themselves, God or their own part in the creation around them. As a result, pupils speak confidently about their own spiritual pathway. High expectations are central to school life. These combined, provide opportunities for pupils to flourish and achieve. Staff encourage pupils to be 'content with who they are', valuing what they bring. This resonates deeply with pupils, one stating confidently 'we are all blessed, just be yourself, its ok'. The school lovingly offers a wealth of extra-curricular activities at minimal or no cost. This means that all pupils, irrespective of circumstances, can take part.

### Worship and Spirituality

Pupils and adults talk enthusiastically about collective worship. School gathers daily to live out its vision and values in an inclusive and invitational service. It provides opportunities for adults and pupils to respond accordingly and grow in faith together. Those with belief value this time to connect with and speak to God in their own way, whilst offering those without faith space to reflect, think and be still. Passionately led, it is planned and sequenced well across the school year. It reflects the church calendar and current affairs. However, spiritual development is not consistently considered in the individual times of worship. As a result, pupils do not always have time to pause, reflect and deepen their spiritual growth. Pupil voice is pivotal to the monitoring of worship. Through the faith council pupils from across school gather and represent the view of both pupils and adults. Working with adults and members of the church, they make changes to ensure worship is valuable and meaningful. Links with the local church strengthen pupils' understanding of Christian practice. Members of church contribute to the development of faith beyond school through regular shared services. This includes nursery attending the Little Fish group and the school and church choir performing at different community events. Reinforcing the vision of letting their light shine and strengthens links with the local church.

### Vision and School Culture

Strong relationships are integral to school life. They are deeply underpinned by the school's vision and values. Leaders have created a culture of growth for everyone. Staff develop through shared learning and collaboration. This results in support being carefully matched to the needs of the school community. Central to these relationships is the wellbeing team. Staff know each other, families and pupils well. Trusting, open and transparent relationships are what binds the school together. When and if support is needed it is put in place as required. This, combined with leaders who care deeply about others, nurtures and supports their work and well-being.



Subsequently staff throughout the school enjoy working at St Peter's and pupils benefit from excellent role models, demonstrating love and care first-hand. Valuing every person, how they learn and live well together is at the heart of this community. It exemplifies the vision of 'being content with who you are'. The school is an oasis of calm, and this peace results in a place where behaviour is exemplary and attendance is excellent.

#### Vision, Justice and Responsibility

A wealth of leadership opportunities results in a powerful pupil voice. Pupils use their voice to bring about positive change for others and are themselves shaped by these experiences. They value these opportunities and confidently discuss the impact their voice can have, recognising the responsibility this brings. Pupils speak about the importance of acting responsibly, seeking justice and challenging injustice, relating this to the way Jesus selflessly lived his life. Pupils are actively encouraged to think deeply and appreciate what is happening in their community and the world around them. This has resulted in raising local concerns with their MP, supporting food banks, litter picking and donating Easter eggs. Families share how this impacts on pupils' decisions beyond the school, impacting their community positively. Pupils are aware of the need for this challenge and link it to their class values. They share how these values enable them to bring about change. As a result, they express how they make a difference to others and help protect the gift of God's creation.

#### Religious Education

RE is well-led and strategically managed as a priority subject. The RE lead has implemented a new curriculum. It is well-balanced, challenging and meets the needs of pupils. It builds upon the values and vision of the school, providing opportunities for all to achieve. High quality support for teachers has deepened their knowledge. The curriculum's focus on big questions creates a safe place for debate and respectful challenges. As a result, pupils value RE and engage thoughtfully, sharing their ideas and opinions sensitively. However, the way the curriculum is organised does not consistently promote deep thinking across all key RE skills. Strong diocesan partnerships offer valuable networking opportunities through high quality professional development. This further strengthens teachers' subject knowledge so they are equipped to deliver the curriculum well. The impact is reflected in pupils' books. Learning about selected world faiths is embedded across the curriculum, enabling pupils to develop an understanding of different beliefs and practices, including people with no faith. Pupils speak confidently about why it is important to learn about the viewpoints and ways of life of those who hold a range of beliefs and worldviews. This is further enriched through valued visits to places of worship.

## Information

Address	Stackyard Lane, Edgmond, Shropshire, TF10 8JQ		
Date	22 April 2026	URN	123474
Type of school	Voluntary controlled	No. of pupils	239
Diocese	Lichfield		
Headteacher	Howard Auckland		
Chair of Governors	James McIver		
Inspector	Kathryn Magiera		