

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fulwood St. Peter's Church of England Primary School and Nursery

Vision

'In Christ are hidden all the treasures of wisdom and knowledge.'

Colossians 2:3

Unlocking Potential

With the keys of respect, compassion, kindness, courage, forgiveness and love.

Fulwood St. Peter's Church of England Primary School and Nursery 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 vision, tangibly known across the school community, shapes leaders' decisions in a way that realises their intentions. As a result, pupils and adults experience well-rounded flourishing.
- Christian values, expertly reflected throughout collective worship and the wider curriculum, strengthen pupils' understanding of the vision. Consequently, as pupils demonstrate these values, they recognise the 'treasure of wisdom' unlocked in their own lives.
- Religious education (RE) makes a palpable contribution to pupils' appreciation of difference and acceptance. This results in a community who celebrate rich diversity and share mutual respect.
- The vision shapes a culture where personalised support is prioritised. This enables pupils and adults experiencing difficult times to 'unlock potential' resulting in transformational outcomes for many.
- Opportunities for prayer, reflection and stillness flow out of collective worship into the fulness of school life. This enables pupils and adults to think deeply and grow spiritually.

Development Points

- Embed a whole school approach to spirituality. This is to increase the effectiveness of the planned opportunities across the curriculum to enhance pupils' spiritual development.
- Deepen opportunities for pupils to recognise and respond to the root causes of injustice. This is to equip pupils to advocate for others, considering how the vision motivates this work on a wider scale.
- Secure a robust system to track pupil attainment in RE. This is so that leaders can rigorously analyse pupil progress, using this information to further extend pupil flourishing in RE.



Inspection Findings

Vision and Leadership

Rooted in biblical teaching, the vision is expressed through pertinent Christian values. The carefully selected values reflect the life of Saint Peter and the contextual needs of the diverse school community. The vision's tangible imagery supports pupils to apply the vision to their own decisions. Daily reflections on the school vision help pupils to consider its impact on their lives. One pupil expressed how work in Maths helped him to 'unlock courage' as he grappled with an unfamiliar concept. Dynamic partnerships with local churches and the diocese deepen the impact of the school's vision. Leaders make bold curriculum and financial choices so that pupils are equipped to unlock their potential. For example, through investing in outdoor learning, pupils access lessons in nature that enable them to thrive. Governors know the school well and use strategic and informal opportunities to explore the vision's effectiveness. Leaders astutely identify areas for school improvement. This ensures that robust systems of monitoring and evaluation secure Church school development.

Vision and Curriculum

The wider curriculum balances the pursuit of academic knowledge with wisdom that prepares pupils for life. Christian values are purposefully woven into curriculum plans. This is exemplified in history where pupils study people's actions in the past through keys of compassion and courage. Lessons and reading materials prompt pupils to explore issues of diversity, equality and sustainability. Extra-curricular opportunities deepen pupils' quest for wisdom. For example, during an aspirational enrichment week, pupils gained insight into the work and motivation of community-based professionals. Training has increased staff awareness of spiritual development across the curriculum. Pupils experience awe and wonder, explore emotions, spend time in nature and engage in opportunities to connect with God. However, a whole school approach to planning and talking about spirituality is not embedded. Leaders ensure that pupils, including those with additional needs, access enriching opportunities. For instance, a team of pupils with special educational needs and/or disabilities (SEND) recently won a regional curling competition. Consequently, pupils engage with a vision-driven curriculum that unlocks their potential and strengthens their moral and character development.

Worship and Spirituality

Uplifting and vibrant collective worship unlocks the 'treasures of wisdom and knowledge' expressed through the Christian faith. The exploration of biblical stories and values inspires pupils to apply this learning to their lives within and beyond school. One pupil explained how teaching on forgiveness had a positive impact on her relationships. Leaders ensure that worship is a welcoming space that enriches and unifies the diverse community. School leaders continue to ensure that worship is a positive experience for all pupil groups. Well-crafted, invitational opportunities for stillness, reflection and prayer enable pupils and adults to feel calm and think deeply. Pupils appreciate the timing of worship as a joyful and calming experience that 'resets your mind after a long day'. Parents, staff and pupils cherish moments of prayer and reflection within the classroom, school grounds and through enrichment days. These opportunities amplify the impact of worship on pupils and adults' spiritual flourishing. Pupil leaders of worship gain confidence through their work and regularly gather the views of others. Through these evaluations, improvements to worship are identified. For example, worship sessions now involve more time to sing together.

Vision, Justice and Responsibility

The vision creates a culture where pupils apply the keys of compassion and kindness. They do this by taking responsibility for their own behaviour towards others, and by identifying issues of justice within school. Pupils know that their ideas can bring about change. For example, pupil concerns around electricity usage led to the installation of solar panels to reduce the school's carbon footprint. 'Worldwide Worship' that focuses on global current affairs, and a young leaders programme, encourage pupils to make a difference. As a result, they engage



in a wide range of environmental and charity work. This includes creating bird feeders, litter picking and donating food. Individual pupils are also inspired to take on significant challenges to raise money for charity. Pupils interpret the vision as helping them to make wise choices in their actions. However, they are not motivated by the vision when considering issues on a wider scale. Work has begun to deepen pupils' recognition of, and response to the root causes of injustice. This is in its initial stages.

Religious Education

Well-resourced and highly valued RE embodies the keys of love and respect. This culminates in a culture where differences are appreciated and celebrated. The balanced and creative curriculum enables pupils to gain a secure understanding of a range of world religions, including Christianity. Pupils learn about non-religious worldviews to a lesser extent. Teachers access training and informal support that hone the delivery of the curriculum. As a result, pupils demonstrate skill as they navigate sacred texts and ponder big questions. Leaders utilise the riches of lived experience within their diverse community. Thus, pupils gain insight into the impact of faith in the life of believers. The school engages with current thinking in RE and is working with Blackburn Diocese to trial new curriculum materials. This ensures that RE is relevant and continually improving. For example, recent development work is deepening pupils' exploration of Christianity as a diverse and global faith.

Teachers regularly assess pupils' understanding to inform their planning, but school systems do not capture this information. This reduces leaders' capacity to robustly track pupil progress. However, through regular lesson observation, book scrutiny and talking to pupils, leaders effectively evaluate the impact of RE. They use this information to secure pupil progress and subject development. For example, leaders identified that pupils with English as an additional language needed support to access religious vocabulary. Consequently, teachers explicitly scaffold pupils' learning of subject specific words which enrich their grasp of new concepts. Teachers skilfully employ questions that enable pupils to think deeply. As a result, pupils make sound progress in RE over time.

Vision and School Culture

The vision creates a culture where people are equipped to overcome barriers to unlocking their potential. Staff are appreciated by leaders. Daily check ins, off-site working and long-term career planning enable them to grow professionally and sustain positive wellbeing. Pupils access help for mental health through the curriculum and from a range of school systems. These promote pupil wellbeing, allow pupils to work through concerns, and prepare them to manage their emotions. Leaders appointed a family support worker to enhance provision for those who are at risk of not flourishing. This enables the school to offer a wealth of wellbeing measures and tailored support for pupils and their families. Pupils with SEND and those experiencing difficult times access specialist help. As a result, pupils are equipped with tools to realise improvements to their mental health, confidence, friendships and emotional resilience. This also leads to higher levels of engagement with the curriculum that positively impact pupils' learning. A unifying approach to RE and collective worship embodies the vision in a way that permeates the whole culture. Increased leadership visibility and communication with parents strengthen this sense of community. As a result, people are treasured and empowered to thrive.

Information

Address	Meadowfield, Fulwood, Preston, Lancashire, PR2 9RE		
Date	13 October 2025	URN	119416
Type of school	Voluntary aided	No. of pupils	224
Diocese	Blackburn		
Headteacher	Juliet Marland		
Chair of Governors	Ann Porter		
Inspector	Ali Rice		