

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Accrington St Peter's Church of England Primary School	
Address	Cartmel Avenue, Accrington, BB5 0NW
School vision	
Unlocking the potential for everyone to flourish in the love of Christ. Unlock, Enable, Flourish. 'But I am like an olive tree, flourishing in the house of God. I trust in God's unfailing love for ever and ever.' Psalm 52	
School strengths	
• Rooted in Christian ideas, the vision nourishes all decision making and results in flourishing that encompasses the whole person. A deeply held commitment to Church school improvement enables the vision to cultivate a compassionate culture where people thrive. • Leaders demonstrate a perceptive understanding of the school's context and a relentless determination to realise the vision for all. Astute decisions overcome barriers to flourishing, especially for the most vulnerable. As a result people's lives are transformed. • The wider curriculum and a range of initiatives support people to develop positive mental health and wellbeing. This boosts self-confidence, increases resilience, improves behaviour, and strengthens relationships enabling the community to flourish together. • Distinctively Christian and engaging collective worship is thoughtfully designed to be accessible and meaningful for the whole school community. Through worship people gain a sense of peace, belonging and connection that results in spiritual flourishing. • Religious education (RE) enables pupils to ponder big questions, develop curiosity and respectfully express personal ideas and beliefs with confidence. Pupils develop a secure understanding of Christian beliefs and practices and the overarching story of the Bible.	
Areas for development	
• Build upon opportunities for pupils to engage in social action. This is so they are equipped to tackle injustice and advocate for others. • Secure plans to develop the RE curriculum. This is in order for pupils to deepen their knowledge and understanding of a range of world religions and worldviews. • Embed the new initiatives designed to enhance pupils' spiritual development. This is so that pupils engage meaningfully with opportunities to further enrich and express their spirituality.	
Inspection findings	
Motivated by Christian teaching, leaders and governors wholeheartedly apply the vision to their work. Pupils express a sound understanding of their place at the centre of the vision. They use the vision's visual representation on the school badge to articulate its intention, biblical inspiration, and impact upon them. Governors prioritise the development of the school as a Church school. Systems	

of monitoring, evaluation and appraisal reflect this. Robust plans for Church school development accurately reflect the needs of the school and effectively bring about improvement. This is exemplified by improvements to pupil behaviour and mental wellbeing due to the implementation of a high-quality play initiative. The vision nourishes every decision leaders take. For example, governors appointed a family support worker to help bring the vision to fruition for vulnerable pupils. Despite the closure of St Peter's church, local clergy are actively present in school life. They deliver worship, create new ways to bring church into school, nurture wellbeing, and enhance opportunities for spiritual development. Leaders engage with and appreciate comprehensive training, external moderation, and pastoral care from Blackburn Diocese. Consequently, partnerships make a strong contribution to the vitalising work of the vision.

Leaders recognise the intrinsic worth of every person, and all are treated with compassion and respect. They build meaningful relationships with pupils and their families, investing time to identify and cultivate pupils' talents. This is exemplified by assisting individual pupils to access specialised sports training at which they excel. Determined leaders ensure early identification for pupils with special educational needs and/or disabilities (SEND). Thus, timely access to targeted support enables all to engage with a rich vision-driven curriculum that 'unlocks their potential'. Vulnerable pupils and their families are exceptionally well cared for through a wealth of initiatives facilitated by the school. These include subsidised breakfast club, food bank access, innovative parental engagement sessions and programmes that address issues of trauma. This results in improved attendance, combats poverty, addresses mental health, and nurtures families through difficult times. Having accessed support, one parent conveyed the transformation in their child, describing them as 'full of life'. The vision brings about life-enhancing outcomes for pupils and their families, empowering all to overcome barriers to flourishing.

The vision for 'everyone to flourish' is reflected through the school's impressive provision for mental health and wellbeing. Dynamic personal, social, health and economic education lessons create safe spaces to explore emotional health and positive relationships. Class 'ask it baskets' enable pupils to ask open questions, share anxieties and feel heard. Pupils articulate the impact that Outdoor Play and Learning (OPAL) has on their confidence, creativity, spirituality, and wellbeing. Joyfully diverse play partnerships spring up from this initiative enabling all to flourish together. Nurture units, therapeutic support, counselling, and sensory spirituality spaces underpin the wellbeing offer. Training ensures staff are well prepared to promote pupils' emotional health. One pupil shared appreciatively how, during a difficult time, they were surrounded with people to support their mental health. Thus, pupils are exceedingly well equipped to sustain wellbeing, practise resilience, and cultivate hope. A remarkable level of care and compassion ensures that the vision becomes a living reality for adults within school. Staff wellbeing and professional fulfilment is enhanced through a range of pastoral mechanisms, but most notably through leaders' exemplary support. This results in a highly appreciative and motivated workforce.

Leaders' commitment to whole pupil flourishing includes promoting spiritual development as a reflection of the vision. Staff and pupils express spirituality as 'taking time each day to connect with God and God's world'. In the wider curriculum, pupils encounter opportunities to reflect deeply, develop curiosity, awe and wonder, appreciate nature and embrace creativity. Adopting growth mindsets deepens pupils' self-awareness and affirms their potential. Reflection and spirituality areas enable pupils to regain calm, feel connected and as one pupil articulated 'feel closer to God.' The school has developed a range of new initiatives to further enhance spirituality. However, their impact is limited due to their recent implementation.

The vision to 'flourish in the love of Christ' is exceedingly well expressed through highly-inclusive collective worship. Carefully selected values, appreciated by all within the diverse community, are woven into worship based on Christian teachings. Thoughtfully crafted, worship invites all to engage

in a rich and joyful experience which cultivates a sense of belonging. This enables people to feel peaceful, uplifted and connected. Values reflections, and class worship lead people to think deeply and respond personally to worship themes. Pupil worship leaders contribute to the development of worship and suggest changes that improve accessibility and pupil engagement. Pupil values ambassadors keenly spot others who put worship teachings into action and celebrate these successes. One pupil perceptively voiced how this inspires other pupils to make changes to their behaviour. Consequently, collective worship makes a notable contribution to people's spiritual flourishing and character development.

Themes of justice and equality weave through collective worship and the wider curriculum. This enables pupils to hear inspiring stories of brave advocates who make a difference to others during difficult times. Pupils learn about issues such as waste, deforestation, fairtrade and racism. Consequently, pupils engage in charity fundraising, supporting the food bank, caring for wildlife, and occasionally writing letters to decision makers. Pupils explain how these activities reflect the vision for flourishing by helping others to 'live life in all its fullness'. However, opportunities to equip pupils to advocate for social justice are less well developed. Within school pupils gain a strong sense of responsibility towards each other. The Flame Team, comprises groups of pupil leaders who enhance worship, promote values, encourage online safety, and consider environmental issues. Thus, pupils directly support one another to flourish and contribute to school improvement.

RE is highly valued, well-resourced and skilfully led through a reflective approach to subject leadership. Training increases staff confidence and expertise in the delivery of RE. Developmental work on high-quality enquiry questions results in engaged pupils who keenly ponder and ask questions to further their understanding. Pupils confidently consider and express their personal beliefs and opinions and learn to respectfully debate ideas. The curriculum is well-sequenced, progressive and reflects the requirements of Church school RE. Pupils gain a secure understanding of Christian practices and use examples from the Bible to explain Christian ideas about God. They value the opportunity to learn about a range of world religions. Visits to places of worship enable pupils to appreciate a range of viewpoints and consider how people of faith live. Pupils learn about some non-religious worldviews but are not able to talk about these. After discussions with other RE leaders and school pupils, plans are in place to develop curriculum depth.

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

Information			
Inspection date	16 January 2024	URN	119386
VC/VA/Academy	Voluntary controlled	Pupils on roll	140
Diocese	Blackburn		
MAT/Federation			
Headteacher	Emma Moss		
Chair	Peter Williams		
Inspector	Ali Rice	No.	2103