

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

<b>St Peter's Church of England Aided School</b>			
<b>Address</b>	Quarry Lane, Exeter, EX2 5AP		
<b>Date of inspection</b>	13-14/05/2019	<b>Status of school</b>	Voluntary Aided Secondary
<b>Diocese</b>	Exeter	<b>URN</b>	113553
<b>Overall Judgement</b>		<b>Grade</b>	<b>Excellent</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
<b>Additional Judgements</b>			
<b>The impact of collective worship</b>		<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>		<b>Grade</b>	<b>Good</b>
<b>School context</b>			
<p>St Peters 11 to 16 Secondary School has 1283 pupils on roll. The majority of pupils are of White British heritage. A small number of pupils from different ethnic groups are part of the school with few speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also below national average. However, both are showing an annual increase. Since the previous denominational inspection there has been significant changes to staffing, including four different headteachers.</p>			
<b>The school's Christian vision</b>			
Life to the full for everyone.			
<p>The school seeks to develop character and bring about HOPE through wisdom, courage, compassion and community. The school's principles of HOPE are developing 'Habits' of character, providing 'Opportunities' for all, encouraging 'Personal responsibility' and aiming for 'Excellence'.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• Education at St Peter's School is strongly underpinned by an inclusive Christian vision and associated principles which profoundly impact across its life and work. Strong theological and biblical foundations are excellently built upon and expressed through its character compass. This provides a range of values by which to live that are exceptionally well developed across the curriculum and responded to admirably by both pupils and staff.</li> <li>• Along with the inspirational leadership of the headteacher and lay chaplain, senior leaders and governors have a shared understanding of the vision and use it as a touchstone when making decisions and setting priorities.</li> <li>• Collective worship is central to school life through which pupils are successfully helped to consider the relevance of biblical teaching to life today. This encourages them to act positively in the service of others. The materials provided for worship, including in tutor groups, is excellent</li> <li>• Religious education (RE) builds strongly on the school's vision and GCSE results are showing an upward trend due to effective leadership and targeted improvement planning.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Extend the use of Anglican practices in collective worship to enhance pupils' appreciation of the diversity of worship which is part of the Church of England.</li> <li>• As part of ongoing refinement of already very effective practice, ensure a shared understanding of spiritual development and how this can be articulated through its specific link with the school's Christian vision and associated principles.</li> </ul>			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The Christian vision and its associated principles successfully energise all aspects of the school's life in exemplary ways. Through them staff and pupils positively work together and flourish. The vision has a strong theological and biblical basis which is inclusive of all. Staff, irrespective of their time in the school or the stage of their career, are excellently supported for working in this school. This means that they confidently draw on its vision and associated principles to support their work. The current headteacher, appointed in 2016, has ensured stability and challenge. Governors and senior leaders work collegiately and effectively. They demonstrate a convincing understanding of the theological and educational importance of the vision which is exceptionally well shared across the whole school community. Governors' role in monitoring and evaluating the impact of the school's Christian vision, including worship and RE, is well embedded. It leads to positive ongoing developments and to decisions being taken with clear reference to the school's vision and principles. Key areas for improvement from the previous denominational inspection have been fruitfully addressed and acted as a spur for ongoing improvement. The evaluation of itself as a church school is detailed and accurate, successfully incorporating short- and longer-term strategies for ongoing improvement.

The acronym 'HOPE' encapsulates the principles through which the school community experiences its 'fullness of life for everyone'.

Its focus on developing character habits is deeply embedded. Encapsulating its vision, the character compass commendably outlines clear values, successfully providing a robust framework that enables pupils to grow as confident, positive and engaged members of society. The quality of the work around the character compass and its influence on pupils' personal and academic development is a genuine strength of the school. Indeed, its effectiveness has received national recognition, for example, through work with the Church of England Foundation for Educational Leadership.

Providing opportunities for all lies at the heart of making creative curriculum decisions. This includes the introduction of a VIP (Values in Practice) lesson. This weekly lesson is being successfully rolled out into each year group. It strongly focuses on mental health and wellbeing and on encouraging pupils to flourish personally as well as academically. The curriculum is broad and balanced and tailored to pupils' varying needs. For example, a vocational route across Years 9 to 11 is provided for some, whilst maintaining their general educational entitlement. The wellbeing of staff, pupils and families is taken seriously through compassionate and practical pastoral support. Pupils themselves take a role in supporting their peers. Drawing on work with the Stonewall charity a group of pupils are practically supporting others, through the celebration of difference and through peer mentoring. The character compass is strongly and appropriately applied across all subject areas. This leads to pupils and staff discussing, 'big questions', and addressing issues of spiritual and ethical concern regularly across the curriculum. Whilst spiritual development opportunities are strong, how these relate specifically to the school's Christian vision and to the character compass is less well articulated.

Personal responsibility is given an extremely high priority. This is admirably expressed through pupils taking responsibility for themselves and others inside and outside of school. This includes through service and charitable giving. For example, there is a deep and longstanding Malawi link which supports education as a way of addressing poverty. It includes pupils and staff working with others in Exeter, fundraising and visiting Malawi. This link is a 'life-changing experience' for many who visit whilst also impacting positively across the whole school community. It shows practically that individuals and small groups can make a difference in the world today. Thus, it spurs pupils and staff on to further service and charitable giving which is recognised as showing the school's vision in action.

Aiming for excellence positively underpins teaching and learning and productively encourages aspiration. This is reflected, for example, through the good and often accelerated progress made by pupils with different prior attainment. Most pupils enter the school with above the national average levels and maintain these higher levels across the school. This means that by the end of Key Stage 4 attainment is at least above and sometimes well above national averages. The attainment and progress of all is closely monitored and effective individualised support is in place for the more vulnerable. Excellence is also seen in relationships, through the productive climate for learning and in pupils' commendable behaviour. The school's behaviour policy, along with all its other policies, embeds the school's inclusive Christian vision.

The school's partnerships with outside agencies is exemplary. It includes, recent innovative work with other secondary schools in Exeter and the Local Authority to provide early intervention and ongoing support for pupils in danger of being excluded.

The excellently planned and well-resourced worship programme provides a wide range of experiences helping pupils and staff consider the significance of faith and worship in the world today. Thus, it makes an important contribution to individual and community flourishing. Excellent use is made of biblical teaching in exploring key Christian beliefs and practices, relating them to school life and to the wider community. This means, for example, that pupils can show how service of others reflects the service of Jesus in the world. Pupils involvement in planning, leading and evaluating worship is strong. Engagement with worship, including in tutor groups, is admirable. Materials provided to support tutors and pupils in this worship are excellent. It is generously shared with several schools who benefit from the insights provided. The chaplain's perceptive work is recognised both in and outside of school through, for example, his involvement in national Church of England projects. Honorary chaplains, lay and ordained and from a range of denominations, provide extended support for pupils and staff. Their varying backgrounds contribute deeply to pupils' understanding something of the breadth of Christian belief and experiences. However, pupils' appreciation of the diversity of worship practices within the Anglican Church is less well experienced through worship.

In RE there is a good content balance which contributes well to pupils being open and respectful. 'RE helps you to think about your life and helps you consider others' beliefs', as a Key Stage 3 pupil reflected. Provision meets statutory requirements and reflects the Church of England Statement for Entitlement. Time is well used to support pupils' growth in knowledge and understanding. Very good leadership, which has been in place for two academic years, has led to improvement, for example, to the curriculum and to attitudes to learning. Marking and assessment follows school practice and for GCSE examination classes it closely reflects examination criteria. Thus, it is good at supporting pupils' progress.



**The effectiveness of RE is Good**

Teaching is good with a wide range of effective teaching and learning strategies to support pupils' engagement. In-school monitoring takes place regularly and staff who teach RE contribute effectively to enhancing the school's Christian vision and associated principles. Thus, learning is enhanced and good standards of attainment and progress in RE are in evidence across the school. Most pupils reach at least age-related expectations making good, and sometimes accelerated progress from their various starting points. There is an improving trend in GCSE examination results which reflects how RE encourages pupils to attain well.

Headteacher	Phil Randall
Inspector's name and number	Pamela Draycott (161)