

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

### Leigh St Peter's VA Church of England Primary School

#### Vision

'Let your light shine before others, so that they may see your good works and give glory to your Father.'  
Matthew 5:16

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents, staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

Leigh St Peter's Church of England Primary 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 Christian vision and associated values are highly appropriate for the context and needs of Leigh St Peter's school community. They drive leaders' actions and decisions at many levels. As a result, adults and pupils feel valued and supported to achieve well.
- Pastoral support is sensitively planned to meet the needs of adults and pupils. Relationships built around the values of love and generosity impact positively on pupils, their families and staff.
- Shaped by the supportive Christian vision, continuous professional development enables staff to grow professionally. This strengthens the effectiveness of the school as a Church school.
- The curriculum is designed so that learning experiences mirror the inclusive Christian vision. This supports pupils, including those who have special educational needs and/or disabilities (SEND) to thrive.
- Leaders, including the governing body, carry out effective monitoring and self-evaluation of the school as a Church school. This, along with support and training from the diocese, leads to improvements.

#### Development Points

- Develop greater consistency between pupils' understanding of Christianity and that of other world religions and non-religious viewpoints. This is to deepen understanding of the plurality of beliefs within the modern world.
- Support pupils to better understand how they can be outward looking and make a difference. This is in order that they develop their growing sense of responsibility.
- Broaden opportunities for prayer and quiet reflection in order to support spiritual flourishing.



## Inspection Findings

The recently revised vision is an appropriate reminder for the school community of how light can overcome darkness. The vision and associated values of love, integrity, generosity, honesty and trust provide an anchor for this caring Church school community. Furthermore, they help sustain leaders when making difficult decisions. Guided by the vision, leaders explain how they 'shine a light not only on what is good but also on what needs to improve'. Engagement with the diocese is high and leaders respond swiftly to their advice. As a direct result, improvements to collective worship and religious education (RE) have occurred. Governors care deeply about the school community and are a visible presence. They conduct robust monitoring and effectively assist leaders in making appropriate changes to policies and practice. Inspired by the vision, leaders offer generous support to families. Pupils know they are cared for and therefore trust the adults who help them. Consequently, people are empowered to grow because they feel valued and view the school as a safe haven.

Underpinned by the belief that to flourish, people must be happy, safe and well cared for, wellbeing is prioritised. Inspired by the values of love, integrity and generosity, there is a genuine commitment to servant leadership. The school offers an abundance of practical support and advice, including the services of a dedicated pastoral team. Bespoke support helps families to overcome barriers they may face. One example is the breakfast nurture group. This supports pupils' wellbeing by providing a calm and structured start to the day. Similarly, the 'All Child' pastoral worker assists pupils who face different challenges. An electronic translator program ensures information is accessible to the growing number of families for whom English is an additional language. Parents and carers explain how this helps them to feel included. Because support is offered in a dignified way, it is welcomed. By providing early assistance, there have been improvements to attendance. As a result, the individual needs of pupils, including the most vulnerable and/or disadvantaged, are met well. Inspired by the inclusive Christian vision, the new behaviour policy offers clear expectations to both staff and pupils. Restorative conversations allow pupils to be reflective, to seek forgiveness and to forgive. Pupils hold positions of responsibility, such as prefects, safeguarding soldiers and school councillors. This promotes positive relationships by providing them with a voice. Staff appreciate the wealth of training and coaching opportunities provided and the way that leaders sensitively consider their workload. Therefore, staff can flourish professionally whilst maintaining a good work/life balance. Consequently, Leigh St Peter's acts as a beacon, supporting different members of the school community to 'shine'.

Guided by the inclusive vision, leaders have made suitable changes to the curriculum. Staff receive training in ways to effectively adapt learning experiences. This, along with appropriate and targeted interventions, enables pupils, including those who have SEND, to make progress. This promotes high expectations and aspirations. Underpinned by the values of honesty and trust, leaders employ a coaching model to improve outcomes. Staff speak highly of this supportive and empowering approach to school improvement. Systematic monitoring and evaluation show a positive impact. For example, following training, subject leaders confidently identify intrinsic opportunities for spiritual development. Class teachers also explore moments which arise spontaneously. Both support spiritual flourishing. Pupils enjoy taking part in clubs, including music and sport. Pupils' talents are cherished by celebrating their achievements. This mirrors the vision of life in all its fullness.

The curriculum and collective worship regularly expose pupils to issues of social justice and responsibility. Displays and class worship books show the impact of this learning. Pupils list pollution and racism as examples of injustice. They understand the concept of rights, such as the right to clean water. Pupils are keen to carry out fundraising linked to the needs of the school community. They also complete activities, such as litter picking. However, their



understanding of how they can challenge injustice at a wider level is less secure. Pupil 'eco' and ethos groups have been established but these are in the early stages. As a result, the impact of pupils acting as agents of change is limited.

The lighting of a candle at the beginning of collective worship symbolically links this important part of the day with the vision of light. Worship includes stories from the Bible and an exploration of the school's vision and associated values. Considering biblical teachings alongside modern day issues promotes an understanding of how the Scriptures can guide people in their everyday lives. Furthermore, the analogy of windows, mirrors and doors provides an opportunity to reflect on individual viewpoints and behaviour. This supports the vision of making a positive difference. The use of songs, talking partners and time for reflection evokes the different ways in which people worship. The impact of worship can be seen in the increasing number of pupils choosing to participate in confirmation classes. These pupils explain how this process helps them to 'grow in faith' and 'become closer to God'. Pupils record their responses to worship in class books. This allows reflection, develops empathy and increases understanding. Invitational and inclusive prayers take place at the beginning and end of collective worship and other set times during the day. Each classroom has a reflection area, but these are rarely used outside of class worship. Consequently, opportunities for spiritual flourishing through spontaneous prayer or quiet reflection are underdeveloped. Leaders have received training from the diocese which they cascade to other staff. The direct impact of this is that teachers feel more confident delivering class worship. A positive impact of monitoring by governors is that more appropriate Bible readings are now selected for younger pupils. Community bonds between the school, local church and families are strong. Monthly 'Family Time' church services are advertised by the school and are well attended by families.

The school has recently adopted a new RE syllabus which better reflects the context of the diverse school community. The close partnership with the diocese allows leaders to access regular training. Reflecting the supportive vision, they share this training with other staff through a coaching model. Furthermore, ongoing support from leaders helps teachers to adapt lessons to meet the individual needs of pupils. This has a positive impact on the effectiveness of the RE curriculum. RE supports spiritual development by providing a safe space where pupils express their own viewpoints and ask questions. They recognise Christianity as a global faith and describe denominational differences, such as the way people pray. The new curriculum reflects the inclusive vision by extending opportunities to study a range of world faiths. However, this is in the initial stages and there are some gaps in pupils' knowledge. As a result, pupils' knowledge of non-religious viewpoints and faiths other than Christianity is less secure.

Pupils enjoy RE lessons delivered through an enquiry-based approach. Teachers plan opportunities to explore personal viewpoints and questions which support spiritual development. An impact of monitoring by leaders has been the introduction of activities which encourage deeper thinking in pupils. A purposeful marking system highlights misconceptions which are promptly addressed. This, along with termly assessments and moderation, effectively supports pupil progress in RE.

## Information

Address	Leigh Street, Leigh, Lancashire, WN7 4TP		
Date	2 May 2025	URN	135841
Type of school	Voluntary Aided	No. of pupils	364
Diocese/District	Manchester		
Headteacher	Kevin Robinson		
Chair of Governors	Margaret Hughes		
Inspector	Joanne Hyslop		