

Statutory Inspection of Anglican and Methodist schools (SIAMS) Report

Rawdon St. Peter's Church of England Primary			
Address	Town Street, Rawdon. Leeds, LS19 6PP		
Date of inspection	16 March 2020	Status of the school	Voluntary controlled primary
Diocese	Leeds	URN	107986

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

The school context

Rawdon St. Peter's is a primary school with 313 pupils on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has had changes to the leadership team and chair of governors since the last inspection.

The school's Christian vision

At Rawdon St. Peter's Primary School our vision is to 'Unlock Every Child's Potential.' The biblical basis of our vision is the Parable of the Sower. The school community works hard to ensure that all pupils grow like the seeds that fall on the fertile ground:

'But that, on the good ground are they, which in an honest and good heart, having heard the word, keep it, and bring forth fruit with patience.' Luke 8: 15

Key findings

- All flourish in this wonderfully inclusive environment. This is created by strong and committed leadership, with governors having a highly positive presence in the school. Leaders live out the vision of unlocking potential.
- The vision shapes the focus on each child as unique, enabling all to be the best they can be. Understanding of the passage from Luke's Gospel, a more recent theological root to the vision, is developing.
- Personal spiritual growth is the bedrock of the school. Worship, prayer and awareness of the Trinitarian nature of God to Christians, contribute to deep spiritual development. Collective worship is engaging and inclusive with a high degree of pupil participation and leadership.
- The curriculum is creative, based around the whole child. Religious education (RE) plays a major role, creating clear and profitable links across subjects, deepening pupil understanding of the subject.
- Mutually positive relationships with the Church support both the school and the local and global communities. The Church makes a significant contribution to the Christian distinctiveness of the school.

Areas for development

- Explore the biblical text from Luke's gospel, to enable all ages to understand its links to the Parable and the vision and how it contributes to the development of the whole child.
- Consider ways to extend the provision for spiritual development and prayer across the school, providing progressively deeper experiences and more shared vocabulary, so all ages flourish.

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

This inclusive school attracts families due to its highly positive reputation for nurturing pupils. There is a strong focus on developing the whole child through the vision and values. This is clearly illustrated by the effective provision for pupils with additional needs, who receive specialist support. These pupils are well integrated into the school, demonstrating respect for difference shown by the whole school community. The impact of this is demonstrated by pupils with additional needs having the self-confidence to take part in national tests with their peers. Pupils speak of inclusion as a special characteristic of their school and are proud that they are friends with everyone. The widespread understanding of the vision is exemplified by one pupil articulating 'we are the seeds and the school makes sure we fall on good soil'. Younger pupils explain that the school helps them to grow. The significant impact on flourishing of the vision is evident in high achievement and progress for all, as well as personal development.

There is a well-developed understanding of spirituality, which forms the bedrock of the school. Class reflection areas and an outdoor space called 'The Hive' contribute significantly to pupils exploring their own thoughts and personal spirituality. As a result, pupils respect this space and understand how it helps them respect each other. This captivating outdoor area is valued as a spiritual place, incorporating art, music, prayer spaces and a memorial to a parent. Older pupils speak with emotion and mature understanding about the memorial and its impact on the school. Younger pupils are less confident to explain the impact of activities to promote a spiritual response. Worship outdoors contributes to the positive impact of reflection and contemplation. Monitoring of spirituality and the impact of prayer is illustrated by changing the lunchtime prayer venue, so it is a more spiritual experience.

Strong, ambitious leadership ensures the Christian vision drives daily life and strategic development. The well-established vision statement 'Unlocking every child's potential', faithfully interprets the Parable of the Sower. Key values, including love, friendship and thankfulness, underpin this nurturing vision. Thus, adults and pupils have a firm sense of self-belief. Leaders are keen to work in partnership with other local schools. Christian distinctiveness is prominent in the school improvement plan and is monitored through a church links group. Governors have a good understanding of the daily impact of the vision on the growth of pupils. Decision making is led by the vision, evidenced by support for inclusion, links with a school in Uganda and focus on wellbeing. Monitoring includes the impact of biblical messages and links from the key values to worship. However, the reference from Luke is not fully understood by all. Governors are proactive in seeking views of parents and pupils and articulate the wider impact of the vision, influencing links with the community. Parents value the understanding of global issues and inequalities their children are developing. In line with the vision to unlock everyone's potential, quality induction and professional development support all staff, including developing future Church school leaders.

Staff speak passionately of the school as a 'family' in which all are treasured. They speak enthusiastically of their role, providing nurturing 'soil' adapted for each child, which allows the vision to flourish. Staff value being able to live out their personal faith in the school daily life, supported by the 'nurturing, safe and loving' environment. This generates a clear sense of wellbeing. Parents hold the school in high regard and link the care it gives to the vision and the values it holds. They are positive about the vision as the Parable of the Sower and its links with worship and the Church.

The curriculum is driven by the vision. It is built around the needs of the whole child. The vision drives the integration of values into the personal and social curriculum, powerfully supporting spiritual, moral and cultural development. This enhances the well-established respect for difference and diversity. High quality enrichment activities are accessible to all. Respectful pupils link the vision to their daily lives, exemplified by the care shown by older pupils towards their younger peers. They are proud of their role in supporting others in need, through social action projects such as Water Aid, the local food bank and hospice. Pupils choose to give up their school Christmas present to sponsor endangered animals. They understand charity as 'doing' as well as donating. The relationship with a social group for the elderly, illustrated by their games afternoons, is valued by pupils and the community. The focus on the whole child is illustrated by the positive impact of working with the school dog. This admirable provision supports the development of confidence and self-esteem, illustrating the impact of the

vision in allowing all to flourish. The practice of sharing positive daily messages, through individual containers called 'buckets,' provides valuable support for mental wellbeing.

Collective worship is the heartbeat of the school. Pupils appreciate the positive beginning to their day, 'thinking of good things, joy and happiness'. They have a well-developed understanding of Jesus' teachings, explaining that 'parables are stories in the Bible that teach you'. Pupils explain how the vision and values influence their behaviour and attitudes outside of the school, highlighting love and friendship to others. Pupils confidently lead worship in creative and thoughtful ways, using drama and music. Pupil groups enhance worship through leading quality worship for a range of other audiences. Older pupils have a good understanding of the Trinity, speaking of God the creator, Jesus the messenger, the Holy Spirit helping them have faith and trust in God. Understanding by younger pupils is less well developed, as is their knowledge of varied reasons for prayer. Pupils have a well-developed awareness of Christianity as a global faith. The effective partnership with the Church is illustrated by its support for worship and positive relationships with families. Families who experience trauma, find the support the school provides transformative. The nurture expressed in the vision extends to them and so the school has a positive impact on the wider community.

RE is important in the school. Deep questioning ensures challenge, alongside rigorous and regular assessment. 'Big Books' provide additional evidence of pupil engagement, contributions and progression in learning. Quality discussion allows pupils to respect others' points of view and disagree well. Pupils exploring values in Sikhism articulate how these relate to Christian values and how both impact of the daily lives of believers. This demonstrates the impact of the vision bringing forth fruit.

The nurturing vision impacts on all aspects of school life enabling pupils and adults to grow and thrive.

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Inspector's name and number	Pat George 845