

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Alfege with St Peter's Church of England Primary School

Vision

'Embracing the Greatest Commandment in all that we do'. We share our hearts gladly with those that we meet, embracing the difference that make us complete. We walk in God's image His love we will sow, we want to be Christ-like each day as we grow. We live healthy lives both in body and mind, giving our all to the work that we find. We aim high in our learning, achieving each day. We are part of St Alfege and this is our way.

'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these." Mark 12:30-31

St Alfege with 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 is deeply embedded in the daily life of the school. School decisions and actions are driven by the vision which allows pupils and adults to flourish. Through recognising how they can use their hearts and minds for the good of others, the school community is enabled to thrive.
- Religious education (RE) is prioritised and clearly sequenced. The RE curriculum is planned well to enable pupils to develop, including those pupils with special educational needs and/or disabilities (SEND). It also encourages pupils' religious literacy.
- Pupils and adults treat others well. Kindness and respect are key values which are lived out. The school community are valued and supported and there is a responsibility for the wellbeing of each other.
- Collective worship is enjoyed. The school community values the importance of daily prayer and reflection. It is fully inclusive and impactful on pupils and adults.
- Opportunities for extra-curricular activities, including school trips, are transformational. They enable pupils to flourish because they provide pupils with experiences and opportunities to help them progress. They also support them to achieve success in their learning and personal development.

Development Points

- Develop a meaningful whole school understanding of spirituality, allowing pupils and staff to understand themselves better. This is in order to have a greater awareness of the opportunities for spiritual development already in place.
- Embed assessment in RE so that leaders can monitor progress more effectively. This is so that pupils can also understand their achievements and what they need to do next to flourish.
- Improve pupils' understanding of how they can be change makers. This to have a greater awareness of issues beyond their locality to demonstrate awareness of justice.



Inspection Findings

Leaders understand their community well and have embedded a Christian vision that enables both pupils and adults to flourish. It is evident in daily school life and practices, through pupils and staff acting in 'the St Alfege way'. Leaders ensure that decision making is driven by the vision and allows adults and pupils to thrive, regardless of their needs. Parents are supported and are supportive, appreciating the values that their children bring home. Kindness and respect are shown through their behaviour outside of school. Also, leaders ensure that these values are at the heart of the school, which represents a 'family'. Staff and pupils are allowed the chance to achieve their goals. Leadership is strong and experienced, driving necessary change to get the best out of staff and pupils. The school community prides itself on excellent communication with each other, parents, the church and the local community. The building of relationships is therefore strong. Tackling everything they do using their hearts, minds and souls means that they engage their whole self when learning and making decisions.

The vision has led to the curriculum ensuring that pupils learn about a diverse range of artists, historians and countries. This broadens their knowledge of different cultures and practices. Careful planning allows pupils, including those with SEND, to access opportunities offered. Adaptive teaching promotes pupils' learning and understanding so that they make progress from their starting points. A range of sports and access to an outdoor library during lunch times allows pupils to grow in an area of interest. A curriculum that considers issues in the local community enables pupils to see beyond themselves. Whilst pupils and adults are given opportunities to develop spiritually, there is a lack of shared understanding of what this means. St Alfege offers many school trips to help pupils and their families to thrive. There are days out to local areas of interest such as family picnics in the park, visits to parliament, and travelling further afield to the beach. These allow pupils to think aspirationally about what they want to do outside of school and for their futures.

Collective worship is seen as an essential part of the school day, allowing for reflection and prayer. This contributes to a personal understanding of self and a sense of community. It is inclusive and invitational to pupils and adults. Pupils are engaged and inspired because there is a message that they can take away, and worship is seen as fun. This allows them to live out the theme of the term, for example respect, in actions towards each other. St Alfege with St Peter's benefits from working closely with church representatives who enrich worship. Pupils enjoy the variety of worship styles throughout the week. The whole school visits the local church and Southwark Cathedral during the year, enabling pupils to appreciate worship outside of their immediate environment. Parents speak of the importance of worship for their children. The pupil faith group see their role as a privilege. They develop leadership skills and plan some collective worship to demonstrate changes they wish to see happen at this time of the day. Prayer and reflection are an integral part of the school day. These are highly valued by staff and pupils as providing times of calmness and contemplation.

Leaders have created an inclusive culture where people are treated well. Wellbeing is a priority. Adults and pupils appreciate that they are looked after and can share challenges they face. The school community lives out the vision by treating each other how they would wish to be treated themselves. They demonstrate kindness towards each other and appreciate the opportunities that the school provides them with. Staff have access to a variety of training led by the diocese, and this enables them to develop their professional skills. In house professional development also allows support staff to progress in their skills. Parents speak highly of how their children are looked after and appreciate how they, too, are supported by staff. There are areas for quiet and reflection, both inside and outside



of the classroom. These are accessible, so that pupils can regulate their feelings. As a result of relationships built on trust, adults recognise when colleagues and pupils need space. This contributes to a calm atmosphere. There is a culture of equality which fosters respect at all levels.

The vision has created a shared agreement where pupils and adults take personal responsibility around school for their actions. They also develop a strong sense of looking after each other. They take responsibility for their learning inside the classroom. For example, pupils think about the environment and ensure litter is recycled where possible. The school offers practical responses to national charities and pupils enjoy fundraising and learning about how these charities help others. The local church community supports the school with foodbank donations and books for pupils at Christmas. This makes parents feel that they are not alone. Pupils work with local businesses to raise awareness of what is needed at school and within the local community by designing campaign posters. They enjoy seeing some of their work around the town which allows them to take pride in what they have created and achieved. Whilst some have considered issues on a wider scale, pupils are not fully aware about what injustice exists and what it looks like beyond their community.

The RE curriculum follows the diocesan syllabus. The subject leader attends local network meetings and training given by local advisors. Teaching staff are supported by regular training given in school. These opportunities mean that RE is delivered to a high standard within each year group. Pupils are curious to know more about Christianity, a range of worldviews and world religions. People from a range of world religions are invited into school and this brings the subject to life. The new approach to teaching through a topical question approach enhances learning and broadens the curriculum. Pupils have an interest in RE and speak about its effects in a positive way, realising its importance in society to help them understand others. This allows them to live out the vision of 'love your neighbour as yourself'. Pupils are growing in awareness of Christianity as a global world faith. This knowledge helps them to better understand and appreciate the similarities and differences within their own diverse community. Pupils are active learners because they participate in thoughtful discussions in RE lessons. These discussions are appreciated and listened to by staff in order to plan the next steps needed for progression.

RE is prioritised and has a high profile in the school. Corridor displays publicise pupils' work in RE throughout the year. They are able to articulate its importance well and feel that they have a better understanding of themselves and others because of this. They find the subject interesting and challenging because they can debate complex issues such as forgiveness. Most pupils are progressing well in their learning, regardless of their starting points. Marking in RE follows the whole school policy. However, a consistent approach to RE assessment is not embedded and pupils are unable to identify how to improve further. Pupils want to achieve well in the subject and to understand further what to do in order to achieve more.

Information

Address	St Alfege with St Peter's Church of England Primary School, Creek Road, Greenwich, London, SE10 9RB		
Date	14 November 2024	URN	100174
Type of school	Voluntary Aided	No. of pupils	200
Diocese	Southwark		
MAT/Federation	n/a		
Headteacher	Amanda Wilson		
Chair of Governors	Dr I Bishop		
Inspector	Cerys Siney		