

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

S. Peter's Collegiate School

Compton Park, Wolverhampton. WV3 9DU	
Current SIAMS inspection grade	Good
Diocese	Lichfield
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	2012
Name of multi-academy trust	N/A stand-alone convertor academy
Date/s of inspection	16-17 March 2017
Date of last inspection	12 December 2011
Type of school and unique reference number	Voluntary Aided Academy 138852
Principal	David Lewis
Inspector's name and number	Marianne Phillips 586

School context

S. Peter's is an average sized school with 1065 pupils on roll. It became a stand-alone academy in 2012. It is a popular school that is heavily over-subscribed taking pupils aged from 11-18. The percentage of pupils eligible for free school meals is below national average. 48% of pupils are from minority ethnic groups, which is above national average. Pupils whose first language is believed not to be English is slightly above national average. The number of pupils judged to have special educational needs is broadly in line with national figures. The principal was appointed to the school in September 2016 and was made substantive principal in November 2016.

The distinctiveness and effectiveness of S. Peter's Collegiate as a Church of England school are good

- The provision for religious education (RE) which enables pupils to attain standards significantly above national expectation because of the high-quality leadership and specialist teaching facilitating learning.
- The Christian distinctiveness of the school and the clear Christian vision of the new principal supported by the senior leadership team which is encouraging prayer, worship and community support.
- The excellent role models provided by the student council and new spiritual council that present excellent attitudes to learning and spiritual maturity well beyond their years.
- The commitment of the vast majority of the teachers of the school to their pupils and the Christian distinctiveness of the school.
- The links with St Peter's church and the Eucharist experiences throughout the year that inspire and support the spiritual lives of all stakeholders attending.

Areas to improve

- Ensure that governors fulfil their statutory role and engage fully and actively in rigorously monitoring the quality of worship and Christian distinctiveness of the school.
- Expand the limited celebration of diversity of the school population to develop a clearer understanding of common values, exploring the journey of faith illustrated through the beliefs of the student body.
- Develop the quality and variety of 'form worship' and prayer to bring it consistently in line with the other outstanding acts of worship.
- Develop the newly formed spiritual council to provide an avenue for 'pupils' spiritual voice' and to empower all pupils, through targeted 'focus groups' to be involved in the decisions made by school leaders.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school is a distinctively Christian school, which has been on a very difficult journey. There have been many significant changes in leadership at all levels. Despite this, the commitment of staff and senior leaders to the school has sustained the Christian distinctiveness. The current principal was appointed in September 2016 and was made substantive principal in November 2016. His vision for the school is firmly committed to its Christian values and foundation. Staff and parents are very positive about this. His efforts to build relationships and listen to the needs of the staff and pupils is appreciated and acknowledged. Behaviour is generally excellent, however, there are a few instances of low level disruption recorded in behaviour logs. The new systems and structures implemented since his appointment are beginning to address these. The '5 Keys' underpinning behaviour management have been revisited and consequences for inappropriate behaviour are explicit. These new approaches have involved parents and pupils as responsible partners in the process. The core Christian values of the school are understood and displayed in central areas and form rooms. Pupils selected these about three years ago. Those involved are very positive about them. Other pupils questioned would like them reviewed and refreshed. The student council is the communication channel for 'pupil voice'. These young adults are very articulate, mature and responsible in caring for their peers. School leaders are considering ways of canvassing pupils more widely through 'focus groups' to discuss learning or 'anonymous boxes' to air concerns or worries. The newly formed spiritual council has volunteered to support Christian distinctiveness, prayer and the spiritual life of the school. Some of them are also on the student council to enable both groups to work closely together. Members are very enthusiastic about their new roles. They have many ideas to personalise and inspire form worship. Pupils enter the school displaying skills significantly above national expectations. The majority leave achieving at least in line or above national averages. School leaders have now implemented systems to carefully monitor the progress of all groups, particularly the disadvantaged and vulnerable. Pupils displaying higher levels of ability are being tracked. Also, those with special educational needs have interventions agreed through weekly 'pupil progress meetings'. In these ways, all pupils' needs are understood and support provided. This is beginning to narrow the gaps in achievement of all groups. The strong vision and Christian character of the school supports the work. The curriculum is rich and varied and there are many extra-curricular clubs particularly those involved with music and prayer, which support and drive distinctiveness. Pupils of all ages care deeply about the plight of others less fortunate than themselves and regularly organise fundraising activities. Last year they raised £10,000+ for a range of charities. A radical review of the curriculum was undertaken by the principal. It has highlighted the priorities for change to address the underperformance in modern foreign languages and for higher attainers. The monitoring role of the new leadership team is robust. However, governors, although committed to the school, are not effectively monitoring or driving these outcomes. That together with the underachievement of one or two groups of pupils prevents the school from being judged outstanding. The richly diverse school population is respectful of the faiths and cultures of its members. Celebration of this diversity is limited. School leaders, especially in RE are considering ways this could be expanded to explore the common values they all share as part of a multi-cultural world.

The impact of collective worship on the school community is good

The new leader's shared vision for the school is highlighting the importance of worship. Staff, parents, pupils and the church community are embracing the changes he has introduced. These are strengthening the Christian distinctiveness of the school and the quality of worship thus 'inspiring to aspire through faith'. Worship provides daily a range of experiences which support the spiritual growth of all stakeholders. Pupils respond positively to prayer during all types of worship. The Christian Union, the Wolverhampton Youth for Christ (WYFC) and the 'Burning Ones' groups meet regularly. The latter was established by the head girl of the school. These groups often pray for staff and pupils responding to their concerns and worries. The Christian vision of the school has also been recently strengthened through the appraisal process. The principal has set targets for the development of staff and pupil prayer and the leadership of form worship. Over this academic year, the leadership team have agreed to lead year group worship. Their leadership is offering a model to build pupil and staff confidence in leading form worship. The 6th Form worship observed was dedicated to the 'Princess Trust' and the support of children suffering the effects of cancer. A pupil with very long hair had it cut to raise funds in loving support of these children. His sacrifice in the service of others was inspiring. The worship leader read from Paul's words in the Bible highlighting the power of love as a Christian value. Pupils appreciate the importance of worship and share the difference it makes in their individual lives. Some take their prayerful reflections into their lives out of school. Links with the church are very strong. The school family unites for Eucharist in St Peter's for special services celebrating the Christian calendar. These services are fully inclusive and support the pupils' understanding of the Trinity and Jesus as a spiritual guide. They also reinforce Anglican teaching and traditions. Music features strongly and staff and the older pupils describe them as inspirational. Pupils enjoy actively leading and participating in worship. The role of form worship is an area for development across the school. Recent reviews, and examples observed highlighted inconsistencies in quality and impact. The new prayerful focus is trying to address this. It aims to bring this worship, which takes up a large part of the weekly rota in line with the other excellent acts of worship throughout the year. Christian values are often a focus for worship and are used to reflect on biblical

truths as a guide daily for life. Governors although committed to the school, are not actively involved in monitoring the quality of worship. Monitoring of worship generally has been limited. The new spiritual council has been formed to drive this, to engage pupil voice and to ensure consistent quality across all acts of worship. The lack of rigorous monitoring by the governors and the developmental focus on form worship prevents the school from being judged as outstanding in this core area.

The effectiveness of the religious education is outstanding

Achievement and progress in RE is outstanding. The RE leader effectively ensures planning and provision is consistent across all year groups. She has sustained this by using her free periods to observe teaching, mentor other teachers in the department and to monitor the quality of learning. The new principal has listened to the concerns she raised about the need for subject specialists. In addition about resourcing and time to ensure the high quality of the department is sustained and developed. He has committed funding to appoint another subject specialist from September 2017. Her timetable now provides two non-contact periods for her to observe lessons and monitor more rigorously. The quality of teaching observed during the inspection was of a consistently high quality. The subject knowledge of the specialists in the department is evident and is leading to outstanding outcomes in learning. RE books scrutinised illustrate the quantity and quality of RE experiences over time. Teachers try to use creative approaches in their lessons. This is highlighted by the range of displays providing a stimulating environment to support learning. Although teaching is predominantly class-based pupils questioned were unanimous in their enjoyment of the subject. They feel challenged and supported by their teachers and strategies used to underpin their learning. One of the lessons observed used 'stilling' approaches. The students were transported back to the sea of Galilee where Jesus was asking his disciples to 'Follow me and I will make you fishers of men'. You-tube, interactive whiteboards, and targeted questioning are used effectively to suit all learning styles. Assessment is well organised and embedded tracking individual progress. Marking is a priority to ensure feedback is clear and evaluative to guide learning. Schemes of work and policies follow diocesan guidelines. RE is effective in exploring a range of world religions. Pupils are encouraged to discuss and share their views to enable them to learn about and apply their learning to real-life situations. In another Year 10 class pupils were challenged to consider how their school's core values would help them cope when they shared the story of 'Stephen Walker'. He was a young black teenager from Liverpool who was killed with an ice-pick. The video of his mother and sister sharing their feelings about their loss was very powerful emotionally. They 'forgave' the killers. Pupils' discussions were thought provoking and encouraged deep reflections about how they would act or respond. Diversity of faith and culture is respected by all.

The effectiveness of the leadership and management of the school as a church school is good

The inspirational Christian leadership of the new principal has provided clarity of vision, stability and direction for this church school. The roles and responsibilities of senior leaders have been reviewed and are now in place. He is challenging pupils to also take a lead. They have growing responsibilities through the student council, new spiritual council and in leading worship. All stakeholders questioned are positive about these changes. His commitment is seen as a strength building the future capacity of the school. This has also been acknowledged by the Local Authority who has approached the school to increase their admission numbers significantly for September 2017. They have expressed confidence in the new leaders to fulfil their responsibilities to these additional pupils to enable them to be successful learners and citizens of the future. Parents are very positive about the school and how it has enabled their children to succeed. They are confident that the Christian character and the shared values have been instrumental in their successes. The links with the church are strong and are another feature driving school distinctiveness. Continued professional development is now accessed to build skills and to support staff who wish to aspire to future leadership roles. The Bishop recently visited the school to speak to the new spiritual council to guide them in their roles as spiritual leaders of the school. This positivity and awareness of need is strengthening the school and raising staff and student morale. The importance of prayer is made explicit by the new leader and is underpinned by staff appraisal targets. School self-evaluation is now strong. The SEF agreed in September 2016 was reviewed in January 2017. It clearly records the school strengths and areas for development, which were corroborated, for the most part, by this inspection process. One area of real concern centres around the effectiveness of governors and the way they are currently not fulfilling their statutory responsibilities. Their involvement in monitoring the quality of worship and the driving the distinctiveness of the school is limited, despite their link roles. The relationship with the diocese is effective and this has provided training including that relating to 'Understanding Christianity' for the RE leader. Currently, leaders are reflecting on the school's stand-alone status. They are exploring networks with the potential of becoming part of a Multi-Academy Trust. Actions to achieve the development point from the previous SIAS inspection have been undertaken but it remains a priority. The new school leadership team is making a difference to the school, but insufficient time and the underdeveloped role of the governors prevents the school from being outstanding.