

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Collegiate Church of England Academy, Wolverhampton

Vision

'Above everything, love one another earnestly.' 1 Peter 4:8

Our vision is to support our students in their quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness.

Each of the Academy values, Respect, Service and Aspiration has a theological underpinning with a carefully selected piece of scripture.

Virtues are qualities or characteristics that are morally good and valued in individuals. The school virtues are Truthfulness, Responsibility, Perseverance, Resilience, Empathy, Compassion.

St Peter's Collegiate Academy 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

- St Peter's is a school where 'above everything, love one another earnestly' is central to its Christian ethos. Through collaboration with Three Spires Trust, leaders ensure that the Christian vision is a lived reality where students and adults can flourish.
- The Christian vision shapes the curriculum so that it is wholly inclusive for the diverse community it serves. Staff are fully committed through the curriculum and extensive extracurricular programme to meet the specific needs of students. This includes pupils with special educational needs and/or disabilities (SEND) and those who may be vulnerable.
- Collective worship is well planned and offers opportunities for prayer and reflection that enhance and enrich lives. This allows for spiritual growth.
- Positive relationships underpin the work of the school which results in a culture of love and respect for each other. Consequently, the wellbeing of staff and students is prioritised.
- Religious education (RE) is a valued subject throughout the school community. The balanced and challenging curriculum ensures that students have opportunities to deepen their knowledge and understanding of a range of religions and worldviews.

Development Points

- Embed and extend the RE core offer for students at Key stage 5. This is so that learning builds upon and enhances the rich experiences and outcomes of their previous learning.
- Develop a shared understanding and language of spirituality. This is so that adults and students can recognise and express opportunities for spiritual growth.



Inspection Findings

The highly committed leadership team at St Peter's promotes a clear Christian vision rooted in biblical teaching. Staff and students understand the vision and therefore, it has a positive impact upon their relationships. The vision supports the community through significant periods of challenge including changes in leadership and building programmes. Due to this, a strong and stable community is growing. The Christian values form part of daily discourse and experience of adults and students. Therefore, a calm, purposeful and welcoming environment is evident. A set of virtues enhances the values for adults. These are less well understood by the students. The school has a close relationship with the Three Spires Trust (TST) and the diocese. As a result, St Peter's has a clear strategic direction as a Church school.

The school's vision for 'life in all its fullness' drives the curriculum to support students to fulfil their potential. Leaders deliver a curriculum that prioritises both academic and personal growth. Students have many opportunities to explore big questions in lessons. The inclusive curriculum supports students including the vulnerable and those with special educational needs and/or disabilities (SEND) to make progress. St Peter's carefully removes barriers to learning and individual poor attendance. Interventions are meticulously mapped and matched to each student's specific needs, enabling them to learn. Students who are new to the country, through targeted provision, are carefully supported. Therefore, inclusion is a strength of this school. Additional visits including to universities encourage students to be aspirational. There is a wide range of extracurricular activities. These broader experiences allow students to have greater life choices beyond their immediate locality. Discussing how spirituality can be experienced across the curriculum has begun. School staff can identify spirituality in action, but this is not explicitly shared with students. There is not a shared understanding of spirituality across the school community. Consequently, students cannot articulate their spiritual journey.

Collective worship is clearly linked to the vision. It is delivered daily in forms and in a weekly year group meeting. Clearly invitational and inclusive, students respond thoughtfully and respectfully. Bible verses are considered in every act of collective worship. There is a strong sense of prayer amongst the students. Staff and students value the opportunities to pray spontaneously in the day. In school, students experience a rich diet of Christian worship including Anglican practices as well as more contemporary and worldwide Christian traditions. Consequently, students understand that God may be approached in a variety of ways and that there is not just one way to worship. There are weekly 'Live from the Chapel' acts of worship that are led by different student groups. This is supported by the dynamic chaplaincy team. Students are enthusiastic both to deliver and participate in this form of worship. The sessions are recorded and a shared to all classes, TST and other academy schools. There are links with the local churches and students take part in Eucharist and festivals in church. Senior students are involved in leading Christian clubs for students through the chaplaincy. The chaplaincy offers a wide range of activities including a Harvest library, and school clubs such Big Bible Questions (BBQ). As a result, students talk about the impact collective worship has on their lives.

Staff are approachable and have good relationships with each other, their students and families. This impacts positively allowing the school community to thrive together. Supported by a committed leadership team, staff feel valued. Manageable workloads and wellbeing are prioritised by leaders. Consequently, there is a strong sense of belonging to a community that works compassionately together. Trust leaders provide access to counselling services ensuring staff feel happy and supported in their work. As a result, staffing is stable, providing experience and expertise to meet the needs of the diverse community. There is a clear graduated approach to social,



emotional and mental health provision for students. This is enhanced by students taking responsibility to help their peers to flourish. There are many good examples of this work from the mental health, and equality, diversity and inclusion (EDI) student teams. St Peter's was a pilot school for the Archbishop of Canterbury's Difference Project. A student team are delivering this to continue building a welcoming, inclusive school community. The behaviour policy is built on restorative justice principles and reflects the Christian vision. Most students recognise that this means that it creates a safe environment for them to succeed.

Students have a strong desire to ensure the wellbeing of people both inside and outside of the school. This is based on their understanding of the school's vision and values. There is a considered plan to support charities locally, nationally and internationally. Sixth form students speak passionately about the volunteering that they do through the curriculum. They also enthuse about the opportunities they had to work on building houses in Kenya. Many opportunities exist for students to develop leadership skills including through The Duke of Edinburgh Awards Scheme and school roles. As a result, students are aware of their responsibility to serve others.

RE is a core subject at St Peter's. This is evident by the allocated time and staffing given by senior leadership. RE is very well planned and delivered by a highly committed team of specialist staff. Good quality RE is reflected in the way students enjoy the inspiring and confident subject teaching. The RE curriculum has been designed to create a holistic, immersive learning experience. It enables students to have a respectful understanding of religions and worldviews. Students understand that RE lessons help them to make sense of their lives. Inter-faith dialogue is strong, for example, in the way in which Sikh students explain their faith. The Key Stage 3 RE curriculum is challenging and absorbing for students enabling a deeper understanding of major world faiths. It is broad and balanced giving a strong foundation which is skilfully built upon at GCSE level. All Key Stage 4 students follow the GCSE course. Pupils have a thoughtful understanding of living faiths and speak confidently about their effect on society. A level religious studies is offered as part of the Sixth Form curriculum. Core RE for all Key Stage 5 students is delivered through the school's 'Moral, World and Religious Views' programme. It occurs weekly starting with a big question, students have independent reflection work before discussion as a group. Students throughout school give confident age-appropriate accounts of Christianity and other religions.

Teaching is very strong throughout RE resulting in some of the best examination results within the school. Although core RE at Key Stage 5 is under development. This is to ensure that students continue to get the same high quality RE as they had in previous years. Effective and thorough tracking shows high levels of pupil progress in both skills and knowledge. Considerable work has been undertaken to ensure students respond to questions effectively. As a result, students make good progress, especially in the public examination classes. This includes pupils with SEND. Regular, effective monitoring and evaluation of RE is done by the subject lead, senior staff and governors.

Information

Address	Compton Park, Compton Road West, Wolverhampton WV3 9DU		
Date	13 November 2024	URN	138852
Type of school	Academy	No. of pupils	1356
Diocese/District	Lichfield		
MAT/Federation	Three Spires Trust		
Headteacher	Timothy Mullen-Furness		
Chair of Governors	Matthew Jevons		
Inspector	Anne Collins		