

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newnham St. Peter's Church of England Primary School

Vision

Cherish everyone, Flourish together, Serve others.

'And now these three remain: faith, hope and love. But the greatest of these is love.'

1 Corinthians 13:13

Newnham 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 at St Peter's creates a nurturing community that enables both pupils and adults to flourish spiritually.
- The school's vision shapes a curriculum offer that is inclusive and reflective of the ethos and values of the school to cherish everyone and flourish together.
- Collective worship is at the heart of St Peter's. It is varied, welcoming, inclusive and contributes to spiritual growth. Pupils engage and joyfully participate in singing worship songs, prayer and reflection.
- The vision shapes policies and practice so that both pupils and staff are supported and treated well. Mental health and wellbeing are enhanced through initiatives that are reflective of the needs of both adults and pupils.
- Religious education (RE) is a particular strength at St Peter's. The curriculum is well-planned and challenges pupils in their learning. Robust assessment ensures both pupils and adults understand the progress that is being made.

Development Points

- Clarify and communicate a shared understanding of spirituality across the school community. This is to further strengthen existing spiritual practices.
- Develop pupils' opportunities to demonstrate their appreciation of justice and responsibility. This is so that they can independently take actions for positive change.



Inspection Findings

Newnham St. Peter's vision is at the heart of the school. Rooted in the Christian values of faith, hope and love, leaders align the vision with curriculum, policies and pastoral care. This fosters a nurturing community and environment where staff and pupils flourish. The Severn Federation Academy Trust and the local academy committee (LAC) work closely with the leadership team. They robustly evaluate the impact of the vision on the work of the school. This leads to timely adjustments in many areas, including teaching and the curriculum. Leaders have used the vision to bring transformational change through consistent and positive collaborative leadership. Staff recognise these positive changes. This has resulted in increased staff wellbeing, retention, and professional confidence. The vision supports leaders in building an inclusive, welcoming and nurturing environment. Pupils who previously struggled with education attend regularly, thriving in this Christian community. This has contributed to the confidence parents have that the school supports the needs of their children. Consequently, parents are motivated to become actively involved, for example, decorating the rainbow room. This is a safe space for pupils to receive wellbeing support.

The vision intentionally shapes the curriculum and extracurricular offerings, reflecting the context of the school. Pupils clearly articulate how the vision supports them in their learning and relationships, as they work in pairs in class and with buddies throughout the school. Staff and pupils alike refer to how the vision helps them to flourish in the classroom and in the playground as well as the wider community. The range of extracurricular activities, such as sport, broadens pupils' horizons. Pupils who would not typically participate in sporting competitions or in sports day eagerly represent their teams. School and trust staff collaborate to develop lessons that allow pupils to fully access the curriculum. The vision influences the structure of the curriculum to support pupils' learning, allowing them to flourish. This includes vulnerable pupils as well as those who have special educational needs and/or disabilities (SEND) and even temporarily disadvantaged pupils. Feeling cherished, pupils confidently ask for help. Whilst the school uses the language of 'ows, wows, and nows,' to discuss spirituality, not all staff and pupils can explain the spiritual link. Outdoor learning, an important part of the curriculum, supports engagement with the natural world and is tailored to the needs of learners. Pupils speak enthusiastically about what they do and learn outside. They understand the importance of looking after the natural world. The vision and values are also reflected in the vibrant art curriculum, visible through pupil-created displays in corridors and even in the local café. Art is used to explore themes such as salvation and creation, linking well with RE and the wider world and contributing to spiritual growth.

The Christian vision shapes collective worship, which has a strong rhythm at St. Peter's. Alongside daily worship in school, pupils also attend monthly worship at the local church. This strengthens ties with the wider Christian community. Worship is joyful, inspirational and participatory. Pupils reflect and ask big questions, which fosters spiritual development. It is clear from pupil voice that worship is part of the fabric at St. Peter's and is something they learn from. Pupils discuss Bible stories in impressive detail, asking thought-provoking questions during worship. Class worship and reflection tables are well used; this supports pupils in their personal spiritual journey. Class worship books displayed prominently, allow pupils the opportunity to discuss big questions, and even things that have been worrying them. Worship is planned and resourced well. Pupils help with the choice of content for readings and the delivery of it. Worship is invitational and inclusive. Parents also participate and comment that worship helps link them to the school community, as well as the wider church community.

The school's vision of cherishing, flourishing, and serving others is evident daily. From the playground to the classroom, pupils support and care for one another. Parents note how older children care for younger ones, often prioritising others' needs. This compassionate behaviour is seen in the outdoor learning space, where pupils encourage one another and take turns. This exemplifies the vision in action and contributes to a culture where pupils enjoy school. St Peter's is an inclusive Christian community prioritising mental health and wellbeing for staff



and pupils. Flexible arrangements, like phased start times and access to the rainbow room, demonstrate effective care for emotional needs. An emotional literacy support assistant (ELSA), art therapy, and a therapy dog reflect the commitment to mental health and pupil engagement. The open leadership style has built trust. School and trust leaders offer adults mental health, emotional and physical support. This empowers staff to support school families through difficult times. They support them so that pupils can fully access education, allowing them to flourish in this caring community.

Leaders use the vision to shape opportunities for pupils to cherish others, building relationships that go beyond the classroom. Pupils recognise that they have a responsibility to treat others well. They eagerly participate in events to work on charitable causes, promoting justice and equality. Events such as the wider trust initiative of Earth Day or the annual SCARF Day, where pupils raise awareness about safety, caring, achievement, resilience and friendship, have been carefully designed by leaders. Pupils enjoy raising funds through wreath making or helping parents and staff with pre-loved uniform. Consequently, pupils understand how charities help others. They understand that this helps create equality by cherishing others and allowing flourishing. Staff talk about examples of individual pupils raising money for charities important to them. However, pupils are not yet fully empowered to initiate school-wide activities linked to justice and responsibility. Neither do they choose causes for whole school projects, showing they can independently take actions for positive change.

RE is a particular strength at St. Peter's and has a high profile. Well-resourced and well-sequenced planning of RE fulfils the expectations of the Church of England. World religions and worldviews are taught considerately, including the diversity present in Christianity. Lessons are engaging and challenging, with careful planning for progression. Pupils can recall learning of very challenging ideas. They have an impressive ability to interpret biblical texts. Activities are varied and work that pupils produce shows a wide range of skills. The subject leader's expertise is shared across the trust, extending the impact of the school's approach to RE. There is regular training for staff and regular attendance at diocesan training sessions. This allows for continuous development.

Teachers feel well supported by the subject lead and consequently, confidently teach RE. Teaching and learning across all key stages is high. Adults assess work thoroughly and as a result, pupils know how to make progress in their learning. Therefore, progress in RE is strong. Lessons are designed to suit the needs of learners and encourage inclusivity. This results in strong pupil engagement and understanding. Careful evaluation by school leaders ensures that any areas of development are acted upon quickly. Recap activities and questioning are used. This focuses pupils' detailed recall of complex ideas at the beginning of every lesson, highlighting how well structured RE is at St. Peter's.

Information

Address	Station Road, Newnham GL14 1AT		
Date	19 June 2025	URN	150091
Type of school	Academy	No. of pupils	136
Diocese	Gloucester		
MAT	Severn Federation Academy Trust		
Headteacher	Aga Przybylska		
Chair of Governors	Bev Bowles		
Inspector	Sara Fox		