

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School

Vision

We are striving to provide an environment where everyone can flourish academically, spiritually and socially.

Guided by our Christian values, we aim to:

- Show love for ourselves and others
- Have hope for the future
- Approach life with wisdom

St Peter's Church of England 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.

Notable Strengths

- Leaders have created a warm and welcoming school, inspired by the vision and lived out through the values. As a result, adults and pupils feel a sense of belonging and watch over one another with love and care.
- Leaders use the Christian vision to guide strategic and daily decisions. This ensures the needs of the pupils and community are central to the school's work.
- Pupils are encouraged to be curious, to strive to do their best and to flourish through a rich, varied curriculum. As a result, pupils are confident learners who take pride in their achievements.
- Collective worship is a valued part of the school day. It is invitational, inclusive and used by leaders to promote the vision and values of the school. This further promotes the strong sense of community.
- High quality religious education (RE) and supportive leadership enable a curriculum that is broad and relevant, providing opportunity for deep thinking and reflection.

Development Points

- Strengthen the systematic monitoring and evaluation of collective worship. This is to enable leaders to develop a deeper understanding of how worship contributes to pupils' spiritual flourishing.
- Increase opportunities for pupils to initiate and lead actions addressing issues of justice and responsibility. This is to help them understand how they can influence positive change.



Inspection Findings

Vision and Leadership

The Christian vision at St Peter's is securely embedded in the life of the school. Pupils and adults routinely demonstrate the values of love, hope and wisdom through their attitudes and actions. Rising attendance reflects pupils' desire to be in school and their belief that they can succeed. Driven by the vision, leaders prioritise flourishing for staff and pupils. They use the school's values to guide their thinking, enabling decisions that respond thoughtfully to pupils' and adults' needs. For example, the strategic deployment of staff to ensure support is targeted and effective. High aspirations and plentiful learning opportunities enable pupils to achieve well and as a result, outcomes have improved. Poverty is not a barrier to learning because relationships are strong and support is responsive. Pupils and parents value these relationships and know that staff are there to help them. Pupils strive to 'be the best they can be,' drawing on wisdom and hope to approach learning with curiosity and resilience. Governors have high ambitions for the school community. They undertake a broad range of monitoring visits, and their evaluations contribute directly to identifying next steps for improvement.

Vision and Curriculum

Inclusion sits at the heart of the curriculum and reflects the school's vision for every pupil to flourish. Adaptations for learning ensure pupils with special educational needs and disabilities (SEND) can succeed, for example, careful modification of reading texts. Resources support learning effectively and class strategies such as talking partners promote oracy and discussion. The curriculum nurtures pupils' talents and interests, with music and art providing opportunities for growth. The brass ensemble helps pupils thrive and develop confidence when performing to others. Spirituality is woven through learning, creating meaningful moments of awe and wonder. Pupils talk about scientific experiences, including volcanic eruptions or a chrysalis becoming a butterfly. These moments prompt reflection, curiosity and a deeper spiritual appreciation of the world. They consider big questions, including whether explorers made wise choices, helping them connect their thinking to the value of wisdom. The curriculum is supported by wider provision that nurtures pupils and builds their readiness for learning. The well-attended breakfast club offers a calm, nurturing start to the day and helps pupils feel ready to learn.

Worship and Spirituality

Collective worship is central to school life and valued as a time for community. It is invitational and inclusive, strengthened by diocesan support. Worship nurtures spirituality by helping pupils pause, notice and reflect. This allows spiritual growth to take root and flourish. Themes such as food poverty, explored through Harvest, deepen pupils' understanding of justice and compassion. This prompts them to consider how faith inspires action. Music on entry to worship, creates a calm atmosphere, helping pupils and adults settle into reflective space. The values love and wisdom are deepened through studying Jesus' life. Pupils reflect on his healings, including, for example, when Jesus restored sight to a blind man. They link these moments to their own lives through questions about who might need their help. Pupils write honest prayers and say this helps them speak openly to God. Classroom worship areas encourage pupils to express thoughts linked to themes. They use Jesus' teachings to guide their learning. The school gathers in St Peter's Church to celebrate key Christian festivals, strengthening a sense of belonging and spiritual connection. Worship is purposeful and engaging, though monitoring needs strengthening to evaluate spiritual impact securely.

Religious Education

The leadership of RE is secure, supporting pupils' enjoyment and staff confidence in teaching. The curriculum is carefully sequenced, using clear building blocks that strengthen pupils' knowledge and recall over time. Strong resourcing supports this, with pupils handling religious artefacts to deepen understanding. Pupils visit a range of places of worship. They really value these opportunities because they see how different faiths live and worship in their communities. This helps them make secure connections between Christianity and other religions studied.



Expertise in RE has grown through training and diocesan links, leading to stronger provision across the subject. Staff and pupils draw on their own experiences of faith to enrich learning and promote thoughtful discussion. Teaching builds on prior learning and offers appropriate challenge. Pupils with SEND are supported well through visual images, artefacts and key vocabulary. Pupils are enthusiastic about RE and show deep understanding of the Christian faith. Leaders monitor RE closely and adapt practice in pupils' best interests. They introduced floor books to support oracy, big questions and deeper thinking. This change has increased the quality of discussion and reflection across the subject.

Vision, Justice and Responsibility

Well-planned sessions help pupils explore Christian teaching on justice. They reflect the vision to show love, live with hope and act with wisdom. Pupils link Jesus challenging unfair practices, with local poverty. This helps them understand why campaigns like free school meals, matter. They recognise that standing up for others shows love and hope through courageous action. Playground leaders ensure everyone is treated fairly. This leadership has reduced behaviour incidents and strengthened harmony. Pupils support the local food bank, which helps them see how small choices contribute to justice and community care. During a visit to the Community Hub, they learned that families needed toiletries. They shared this need in worship, prompting a whole-school collection and strengthening their commitment to supporting the community. Pupils benefit from actions such as recycling linked to justice and responsibility. They explain that plastic in the ocean harms animals, so responsible choices protect creation. However, opportunities for pupils to initiate and lead such actions are too limited to develop a deep understanding of their ability to influence change.

Vision and School Culture

St Peter's creates a culture where pupils and adults are treated with dignity and care, rooted in the vision of love, hope and wisdom. As a result, pupils enjoy coming to school. They feel included and know they belong, whatever their background or need. Pupils also know they are safe because they know who to turn to when they struggle. Families receive strong support, including uniform provision, attendance initiatives and the Community Hub. These examples reflect the school's vision to help everyone flourish academically, spiritually and socially. These initiatives have improved attendance and strengthened trust. The behaviour policy is clear and rooted in the school's values. Pupils reflect on their actions and consider what the wise choice would have been, to help them grow as people. They recognise that forgiveness restores relationships and supports harmony. Parents appreciate the extracurricular offer, including multi-sports and choir. Opportunities such as these broaden pupils' horizons and aspirations. Adults feel respected because leaders prioritise their wellbeing. Staff surveys show they appreciate how much they are supported by leaders and colleagues. Training strengthens staff expertise, and work with external specialist provision has improved support for vulnerable pupils. As a result, pupils with SEND are thriving. Mental health is a priority for everyone, and the curriculum offers strong support so that pupils feel safe and happy.

Information

Address	Whitefield Road, Bury, Lancashire, BL9 9PW		
Date	11 March 2026	URN	105321
Type of school	Voluntary controlled	No. of pupils	245
Diocese	Manchester		
Headteacher	Stephen Wedgeworth		
Chair of Governors	Meenaz Mukhtar		
Inspector	Elizabeth Peacock		