

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dunston St Peters Church of England Primary School

Vision

‘Opening Doors Opening Minds’

To provide an aspirational education which inspires all to ‘SHINE’ in our community, so that they are happy, confident and equipped for life in all its fullness.’

John 10:10

Dunston St Peters 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 strongly embedded Christian vision drives the strategic direction of the school. It provides an aspirational curriculum where pupils are enabled to grow and flourish and to be the best they can be.
- Leaders have created a culture of trust and respect where a sense of belonging permeates the school. Wellbeing and personal growth are prioritised.
- Strong partnerships across the school community and beyond, enrich the lives of pupils and staff. Church leaders particularly offer a variety of support to enhance pupils’ lives.
- Collective worship is the heartbeat of the school, offering meaningful opportunities for reflection, and contributing to the spiritual growth of adults and pupils.
- RE provision is of high quality and is well led. Consequently, pupils have a good understanding of world views and religions.

Development Points

- To embed the shared language of spirituality throughout the curriculum in order to deepen pupils’ and adults’ understanding of spiritual flourishing.



Inspection Findings

Dunston is a happy and welcoming school. Leaders strive to enrich the lives of the school community, so that they can live life in all its fullness. The school values of success, happiness, inspiration and nurture of everyone demonstrate how the vision is lived out each day. These support pupils and staff to be the best possible versions of themselves. Through a culture of aspiration, leaders ensure barriers do not define but offer opportunities to open doors and minds. Decisions on curriculum design, inspire pupils to be aspirational and equip them with confidence and resilience to always try their best. Leaders including governors are strongly committed to the school. They actively focus on self-evaluation and the impact the Christian vision has on the strategic direction of the school. As a result, the vision is a living reality that enables the school community to flourish and grow in God's love.

Pursuing life in all its fullness is a core mission for school leaders. The school drivers of aspiration, wellbeing, and being worldly wise, create a curriculum which broadens horizons. In line with the vision, the curriculum, rich in innovation and challenge, offers opportunities for personal growth and academic success. This enables pupils to become responsible, caring members of society for the future. The recent introduction of forest school has unlocked powerful opportunities for outdoor learning. Through this, lifelong skills such as collaboration, resilience, independence and problem solving are promoted and aid spiritual growth. Pupils demonstrate an awareness of spiritual experiences around them. However, an explicit approach to spirituality, in the context of each curriculum subject, is not embedded. A wide array of extracurricular activities allows pupils opportunities to pursue new interests and talents. Pupils describe being part of the choir as a time to rejoice with others through song. Leaders inspire pupils to raise their aspirations and dreams for the future. A range of enriching, hands-on experiences are implemented to make the curriculum fully accessible. One example is how pupils grow their own fruit and vegetables. This enables them to know where food comes from. Pupils are encouraged to pursue their own talents, think outside the box and aim high. A good example of this is the careers and aspirations week where pupils are encouraged to explore a range of occupations. Leaders ensure that learning is carefully adapted to meet individual need, especially for those with special educational needs and disabilities (SEND). The use of sensory spaces, outdoor learning and the 'scaffolding of work', support pupils to be resilient and confident learners. Behaviour is good because of the respectful and consistent way in which expectations are modelled and lived out by all members of the community.

Relationships are strong at every level, built on respect and trust. Pupils and staff feel a deep sense of belonging. Leaders' strong focus on mental health and wellbeing for pupils and adults helps create a safe and nurturing environment. Effective mental health provision enables pupils and adults to build confidence and resilience which helps them grow as unique individuals. Parents appreciate the care and nurture the school offers pupils and families. Partnerships with local counselling services enable the school to offer valuable emotional support for pupils, parents and staff. Personalised interventions reflect the school's drive to ensure pupils are treated well and enabled to thrive. During difficult times pupils, parents and staff, appreciate the compassion and wealth of support they receive from the school. Through the vision, everyone actively plays a part in enabling each other to work, grow and flourish Wellbeing across the school is important to leaders and they are mindful of staff workload. Staff appreciate this along with the many opportunities they are given to develop professionally. As a direct result of living out the vision, staff are dedicated to doing whatever it takes to improve the lives of the pupils and families they serve.

Living life in all its fullness inspires pupils to promote justice and encourages them to take responsibility for themselves and for each other. Genuine care and compassion is shown through positive pupil relationships. One pupil said, 'Sharing a smile with others touches the heart'. Pupils demonstrate how they show responsibility through their roles in school. They are proud to be junior road safety officers, keeping each other safe inside and outside school. Sport ambassadors play an active role encouraging healthy lifestyles and acting as role models. All



pupils are empowered to undertake stewardship work in the community. This has resulted in them leading projects to look after their school grounds and the local environment. Regular litter picks take place, and bulbs have been planted in and around the village to enhance the beauty of God's world. Through using news resources within collective worship and the curriculum, pupils learn about world issues. This encourages them to explore justice and inequality from a local and global perspective. As a result, pupils lead activities to support local projects close to their heart, which impact their community. These include collecting for the food bank and supporting the air ambulance.

Collective worship is at the heart of school life. Carefully planned worship underpinned by the vision, allows pupils and adults to engage Living life in all its fullness shines through worship. Pupils make pertinent connections with what happens in school and stories from the Bible. This enables them to relate the stories to their own lives. For example, how the story of David and Goliath helps them to understand courage and trust. Ending the school day with worship allows the school community to come together with peace and spiritual reflection. Opportunities are offered throughout the day for prayer and reflection. Written prayers and reflections are then displayed around school, moments of awe and wonder are shared. Pupils are given the responsibility to plan and deliver aspects of worship, both in school and at the local church. Parents value joining in 'SHINE' celebration worship. They enjoy being part of the school community and sharing in pupils' success. Pupils and adults benefit from strong partnerships with 'Churches together'. Messy Church and the opportunity to take part in Church events empowers families to connect with each other and the wider community. A range of activities is offered throughout the year to develop pupils' understanding of loving God and living well together. These activities demonstrate the school values.

The teaching of RE has a high priority. Staff are well supported by the RE lead. Coaching for new staff members and regular CPD across the federation, means confidence to teach RE is high. In collaboration with the diocese a well-balanced RE curriculum has been developed. Planning is highly organised through a spiral curriculum, meeting the needs of mixed age classes. Knowledge and understanding of Christianity as a global faith is secure. Pupils enjoy RE and show respect when sharing their opinions and exploring enquiry questions. Pupils relish learning about world faiths and understand why this is important. First hand learning experiences beyond the curriculum opens pupils' minds to different communities. Pupils explain that visiting the Mandir was an amazing experience. They benefited from sitting and sharing food with people from different faiths. Pupils appreciate difference and diversity and respect the views of others as a result.

Information

Address	Dunston St Peters Church of England Primary School, Back Lane, Dunston, Lincolnshire, LN4 2EH		
Date	19 March 2025	URN	120250
Type of school	Voluntary Controlled	No. of pupils	81
Diocese	Lincoln		
MAT/Federation	Spires Federation		
Headteacher	Donna Winters		
Chair of Governors	Andrew Hancy		
Inspector	Julia Marshall		