

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School

I have come that they may have life – life in all its fullness (John 10:10)

We welcome everyone, as part of the St Peter's family, to experience the fullness of God's love in their lives. We aim for everyone to be nurtured in order that they can reach their full potential and so flourish, achieve and live fulfilled lives.

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.

Notable Strengths

- The school's Christian vision is at the heart of leadership decision making. The aspiration for all to experience 'life in all its fullness' is realised through a culture of nurture and ambition that permeates daily life.
- Strong partnership working within the trust, the diocese and the parish church enhances the school's capacity to live out its Christian vision. This enriches the school's Christian character enabling pupils and adults to flourish.
- Driven by the school's Christian vision, pupil and staff wellbeing is prioritised. This enables the school community to fulfil their potential, believe in themselves and others.
- Pupils are empowered to make a significant difference to school life and the community beyond. In doing so, they develop self-worth, confidence and the skills to develop responsibility and respond to social injustice.
- The engaging religious education (RE) curriculum provides the opportunity to explore a range of faiths and teachers bring RE to life in creative ways. As a result, pupils achieve strong outcomes, develop high levels of religious literacy and demonstrate respect for the beliefs and convictions of others.

Development Points

- Extend the RE curriculum to develop pupils' understanding of a range of non-religious worldviews.



Inspection Findings

Vision and Leadership

The Christian vision at St Peter's school, 'life in all its fullness', is central to school leadership actions. Carefully chosen values and aspirations, 'belonging', 'believing' and 'building a future' are firmly embedded. They act like a golden thread woven throughout the life of the school. For example, in supporting vulnerable pupils and families at times of need, or families who work in the armed services. Equally, it is evident in the way the school nurtures inclusivity and ensures more able pupils are challenged to achieve their potential. Leaders model the behaviours they seek in others. These impact on pupil choices. For example, on how pupils approach their learning, how they help others, or how they overcome personal challenges. Pupils develop a strong sense of identity, belonging and moral purpose. Leaders are unwavering in their determination to ensure that pupils and adults are empowered and supported to live life to the full. Governors and trust leaders monitor the impact of the vision, ensuring that it continues to shape strategic decision making and ongoing school improvement.

Vision and Curriculum

The curriculum is shaped by the vision and values. There are opportunities for pupils to explore and live out the school's values across a range of subjects. In doing so, it provides the key building blocks for pupils to confidently go on to the next stage of their learning journey. Within the curriculum, staff also capture moments for meaningful spiritual reflection. A distinctive curriculum strength is the way in which pupils are empowered to influence the clubs on offer. As a result, activities such as whittling reflect pupils' interests and provide them with opportunities to develop new skills and confidence. Across the school, pupils enjoy partaking in competitive sports and representing their school. This creates a sense of belonging. An inclusive approach to school games ensures pupils with additional needs contribute, benefit and flourish. School, trust leaders and governors monitor the impact of the curriculum and are ambitious for it to lay a strong foundation for future learning. They ensure the curriculum responds to community needs.

Vision and School Culture

St Peter's school is a welcoming place where people are valued. The vision, as lived out through leadership and daily practice, nurtures a strong sense of identity and purpose. Pupils' and adults' wellbeing are prioritised. The school community is supported at times of difficulty and vulnerability. Families appreciate the support they receive; for example, when parents are deployed on military service and pupils require additional emotional support. The school therapy dog makes a valuable contribution to pupils' and adults' wellbeing. She provides comfort, reassurance and adds to the school's culture of care. Leaders are attuned to recognising the strengths of others, empowering them to develop their talents. Pupils and adults grow in confidence and contribute meaningfully to the school community. In doing so, they enable pupils and adults to live life in all its fullness.

Worship and Spirituality

Daily worship at St Peter's is shaped by the vision. It provides a much-appreciated time to come together as a community and reflect on one's place in the world. Established links with the parish church deepen the spiritual life of the school community. The close proximity of the parish church is harnessed to enhance worship and celebrate at significant points within the Christian and school calendar. This supports the spiritual flourishing of the school community. Joyful singing also enriches worship and spiritual development. Pupil involvement in collective worship fosters a sense of belonging, supports spiritual growth and nurtures leadership skills. For example, the school's 'worship warriors' lead and actively contribute to weekly worship. They meet regularly and are empowered to shape and enhance the spiritual experience. As a result, they act as role models, inspiring others and fostering a strong sense of ownership and participation. Pupils also develop the skills and confidence to lead prayer, articulating their thinking with developing maturity and clarity. Celebration worship is valued by pupils and adults, who appreciate the opportunity to sit near friends, strengthening relationships, further fostering a sense of belonging.



Vision, Justice and Responsibility

The vision and values are key drivers in empowering pupils to create an active culture of responsibility and justice. Pupils are supported to make a difference to their community. Across the school, for example, they have designated pupil leadership time. Within these sessions, they are given structured opportunities to be a member of a range of groups. These include the eco council, the school council, wellbeing buddies, reading ambassadors or digital ambassadors. Pupils take their responsibilities seriously and speak with pride about the contributions they make. Through these responsibilities, pupils foster a strong sense of belonging and a belief in their ability to make a positive difference to the lives of others. The school council makes informed choices about fundraising in their efforts to respond to injustice. They support local food banks and national charities. They promote fairness, inclusion and positive play in school. They also lead ambitious projects with impact. This includes undertaking accredited national awards focused on social action projects. Through their partnership with communities in Uganda, pupils develop an understanding of global responsibility and social injustice. The school's size is no barrier to pupils engaging in courageous acts of service. Pupils' efforts to enrich the lives of others are shared locally and within the trust.

Religious Education

RE has a high-profile status across the school and is valued as an academic subject. Partnership working with the diocese and the trust has strengthened the RE curriculum. This has ensured that the curriculum responds to community needs and enables pupils to develop a high degree of religious literacy. Pupils have the opportunity to engage critically with a range of religions such as Judaism and Islam. They also learn about Christianity as a global faith. The current curriculum has few opportunities to learn about non-religious worldviews. School leaders have correctly identified this as an area for future focus in order to develop the understanding of pupils. Creativity weaves its way throughout RE provision. Pupils, for example, engage in a range of meaningful art-related activities to enhance their understanding of key religious ideas. Leaders take part in RE training and share their learning across the school. This has strengthened the RE curriculum. Governors and school leaders routinely monitor the impact of the curriculum. They engage critically, both supporting and challenging school leaders to ensure that pupils have the building blocks for the future.

As a result of high-quality teaching, pupils show deep levels of engagement and achieve strong outcomes. RE books frequently show attention to detail and care in the way pupils present their ideas. Pupils remember what they have learnt and talk confidently about the 'big questions' they seek to answer in their lessons. Pupils learn to find their voice, expressing their own position on religious ideas with confidence and insight. As a result, they learn to believe in themselves and develop an understanding of their own position in the world around them. Consequently, they develop a sense of belonging and respect for others. A further strength is the way in which the school has acted upon pupil voice to enhance RE. For example, leaders have responded to requests to include outdoor learning and drama in RE lessons.

Information

Address	Alvescot, Bampton, Oxon, OX18 2PU		
Date	09 June 2026	URN	141833
Type of school	Academy	No. of pupils	102
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathy Winrow		
Headteacher	Diane Axford		
Chair of Governors	Sue Read		
Inspector	Gary Price		