

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Bratton Church of England Academy

Vision statement: Enriching Lives Everyday

Mission statement: To enable our school community to learn, achieve and flourish through living 'life in all its fullness' (John 10:10)

Values: Excellence, Nurture, Respect, Integrity, Compassion, Hope (ENRICH)

St Peter's Bratton Church of England 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

- Inspirational, transformative leadership ensures that the academy's Christian vision is a lived-out reality. Consequently, strategic change ensures that the specific needs of the school community are addressed in a timely and effective manner.
- Core Christian values are consistently taught and revisited. This forms a strong foundation which underpins the academy's approach to all elements of academy life.
- Relationships between staff, pupils and families are highly effective. As a result, an atmosphere of mutual respect facilitates flourishing.
- The passionate leadership of religious education (RE) and collective worship promotes enthusiastic engagement. Therefore, pupils and parents enjoy these key elements of Church school life. This results in both RE and collective worship being impactful on pupils' understanding of faith and their own spirituality.
- Pupils are treated equitably, and benefit from the pastoral care and nurture provided by the academy. The needs of disadvantaged pupils are addressed with kindness and compassion.

Development Points

- Pupils would benefit from opportunities to develop an understanding of Christianity as a global faith. This would give them a greater understanding of how the Christian faith is expressed and celebrated throughout a range of cultures and contexts.



Inspection Findings

Leaders at St Peter's Bratton, supported by St Chad's Academies Trust, have ensured that the implementation of the academy's Christian vision is consistent and impactful. The vision underpins the decisions made by leaders at all levels and reflects the specific needs of the community and its changing demographic. Consequently, pupils and adults have a strong understanding of the academy's values: Excellence, Nurture, Respect, Integrity, Compassion and Hope (ENRICH). They can articulate this understanding well and link it to their own experiences of academy life. Through this, individuals are enabled to learn, achieve and flourish. Pupils and adults know that they are valued and that each has something to offer. This forms the foundations of a loving, inclusive community.

The academy serves its pupils well through a curriculum that sets out the knowledge they need. As a result, pupils are given the skills they need to flourish in their school lives and beyond. The curriculum is further enriched by an embedded approach to spirituality which permeates pupils' learning opportunities. Pupils are encouraged to reflect upon what they have learned across an increasing range of subject areas. Simple prompts in their books ask them to consider how the learning impacts upon themselves and others. They then consider what beauty and wonder comes from this and record their thoughts in their books. Pupils enjoy this opportunity for reflection. As a result, they are developing a spiritual understanding of the world around them through the wider curriculum. Leaders effectively allocate resources to ensure pupils, including those identified as disadvantaged, access the curriculum. Effective differentiation ensures that pupils, including those with special educational needs and/or disabilities (SEND) are enabled to learn. Bespoke curricula are provided for children with more significant needs. Through this, the learning needs of pupils are addressed effectively.

Inclusive, invitational collective worship provides a peaceful space for calm reflection in the midst of the busy academy day. It offers meaningful experiences for pupils and adults to develop spiritually. The academy uses a well-structured programme for collective worship. The school's values are revisited in a systematic manner, ensuring that they are embedded in pupil's understanding. This programme is further enhanced by the regular contribution of several local parish churches and Christian communities. They provide different, engaging presentations of Christian content such as puppet shows and performances of the Stations of the Cross at Easter. Pupils speak of the messages they have heard in collective worship and the way they respond to these messages through their actions. Consequently, pupils are eager to share information about worship with parents enabling them to see the positive impact it has. As a result of one collective worship, they speak intelligently about integrity and the importance of acting in a manner that reflects what you say. Class based worship is meaningful and builds on the content of whole-academy worship. Pupils engage practically which aids their understanding. Forgiveness is expressed through the cleansing of pebbles, linked to prayer about sins being washed away. As a result, pupils gain a clear understanding of Christian principles. Pupils are invited to reflect upon their response to collective worship and this is thoughtfully recorded in spirituality journals. They are beginning to speak confidently of their own spirituality and are developing a shared vocabulary to express this.

The sustained implementation of the academy's vision creates an environment where pupils and adults treat themselves and others well. The academy provides meaningful pastoral care for pupils and families, resulting in them feeling valued and heard. Their approach is mapped out and structured to provide appropriate support in a considered, effective manner. Pupils' achievements are celebrated and regularly communicated to parents. This enables parents to engage with their children's life at the academy. When the community experiences trauma, leaders respond with compassion and practical consideration. Opportunities for reflection and prayer are provided



for pupils and staff. Such a response is also extended to the families of pupils who attend the academy. The result of this is a nurturing environment that creates a deep sense of belonging and feeling valued. Consequently, the academy is a caring and supportive community.

The Christian vision creates an active culture of justice and responsibility. Pupils are taught that they can make a difference in their world through caring for others. They can make specific links between Jesus' teachings and practical actions, for example, the Parable of the Good Samaritan. This parable encourages pupils to reflect on how they treat others. Using this understanding, pupils can reflect upon how they should treat others both within and without their immediate community. Applying this to their lives outside of the academy, pupils litter pick and donate clothes, food and toys to local charities. They also raise money for these charities by taking part in sponsored events.' Pupils are taught to respect others and accept difference. As a result, they understand the importance of all people being treated fairly. The relationships between pupils and adults are kind and respectful ensuring they feel valued. Staff are aware of pupils' contexts and address the underlying causes of challenging behaviours when they arise. This demonstrates that Christian compassion and understanding inform the academy's restorative approach to behaviour management

The RE curriculum is well-sequenced, well-balanced and diverse. As a result, pupils speak confidently and with knowledge about what they have learned. Pupils demonstrate clear knowledge of Christian teachings and traditions. However, these do not reflect a wider understanding of the diverse ways Christians live out their beliefs globally. Leaders are aware that the context of the academy means that pupils have limited exposure to faiths other than Christianity. Due to the effective implementation of the curriculum, pupils speak with understanding about a broader range of faiths and worldviews. This creates empathy towards others both in their immediate context and beyond. Consequently, families from faiths other than Christianity feel comfortable to talk about their own experiences and inclusion in the academy community. Lessons provide experiences that enrich pupils' learning through practical activities, increasing their understanding of how different faiths are lived out. In one instance, the experience of attending a Gurdwara is recreated, with pupils removing their shoes before entering the classroom. This reinforces their understanding of Sikh approaches to worship which they had seen during their visit to a real Gurdwara. Pupils also have lessons based around virtual visits to places of worship from faiths other than Christianity. Such experiences lead to a sense of mutual understanding and care for others, creating a culture of acceptance.

Information

Address	St Peter's Bratton Church of England Academy, Squirrel Meadow, Bratton, Telford, Shropshire, TF5 0NT		
Date	22 May 2025	URN	148716
Type of school	Academy	No. of pupils	411
Diocese	Lichfield		
MAT/Federation	St Chad's Academies Trust		
Headteacher	Rhonda Welsh		
Chair of Governors	Nick Andrews		
Inspector	Des Ricketts		