

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Peter's Church of England Infant School

#### Vision

##### Learning for Life

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you a hope and a future'.

St Peter's Church of England Infant 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

- Positive relationships underpin the life of the school. A warm and nurturing culture ensures that individuals are known and valued, enabling pupils and adults to experience a strong sense of belonging.
- The rich curriculum and wide extra-curricular offer, including themed weeks, reflect the school's vision of 'learning for life'. These experiences build pupils' confidence and support their transition to the next stage of their education.
- Strong partnerships with the local church and diocese enhance the distinctiveness and effectiveness of the school as a Church school.
- Staff are valued and supported through a strong culture of care, wellbeing and high-quality professional development. This reflects the vision and underpinning Bible verse, enabling staff to flourish.
- A deeply embedded holistic approach to learning recognises and celebrates the uniqueness of pupils. Bespoke provision ensures that they are supported as individuals and given the opportunity to flourish.

#### Development Points

- Combine the current ways of experiencing and articulating spirituality in school into a coherent and shared approach to spiritual development. This is so that staff, pupils and governors develop a consistent understanding which supports rich planning opportunities across the curriculum.
- Develop staff expertise in planning religious education (RE) with a clear focus on how people of faith believe, live and think in their daily lives. This is so that these different 'lenses' are clearly understood, embedded in teaching and learning, and experienced meaningfully by pupils.



## Inspection Findings

### Vision and Leadership

St Peter's Infant School is a warm and nurturing community. Its deeply embedded Christian vision is rooted in a biblical verse, highlighting a hopeful future. This empowers pupils and adults to never stop learning and instils in them a sense of hope throughout their lives. Leaders confidently articulate the positive impact of the vision, laying firm foundations for their young pupils' life-long learning. They successfully model and incorporate the school's values of respect, resolve, aspiration and wellbeing into everyday life. Consequently, pupils develop strong relationships and positive attitudes to learning. Leaders make carefully considered strategic decisions to be true to the guiding vision. Recent examples of this include ensuring the sustainability of the school and a focus on staff wellbeing. This has led to a supportive and collaborative staff culture. As a result, staff feel valued and go above and beyond to ensure that pupils flourish. School leaders have effective systems to monitor and evaluate the impact of the Christian vision. As a result, self-evaluation gives clear direction. Governors are actively involved in the life of the school. They carry out their roles with support and appropriate challenge. This helps to strengthen leadership and drive ongoing school improvement. The school is enriched through its relationship with the Southwark Diocesan Board of Education (SDBE). They support successful staff development through relevant training. Consequently, pupils and adults flourish and are experiencing 'learning for life.'

### Vision and Curriculum

Leaders are committed to providing rich and engaging learning experiences that reflect the school's vision. The broad curriculum and wide extra-curricular offer includes visits, visitors and themed weeks. These experiences deepen pupils' curiosity and build resilience. They strengthen confidence and prepare pupils well for the next stage of their education. As one pupil explained, school helps them to understand that 'you learn every day for the whole of your life.' A strong, holistic approach underpins the school's work and recognises the uniqueness of pupils. Provision is carefully tailored with the aspiration that pupils, including those who have special educational needs and/or disabilities (SEND), flourish. Some spiritual moments are woven naturally into daily school life. Staff respond thoughtfully to opportunities for awe and wonder. Outdoor learning provides a strong example of this in practice, allowing pupils to reflect, explore and deepen their sense of wonder. However, the school's ways of experiencing and articulating spirituality lack cohesion. As a result, staff and governors do not consistently use a shared approach for pupils' spiritual development. This limits the clarity of the intentional way that spirituality is planned for across the curriculum.

### Worship and Spirituality

Collective worship is a special time when the whole school comes together. A thoughtfully structured daily pattern of worship is well established and planned to be age appropriate. It is strengthened through close collaboration with the local church. Seasonal services enrich worship and broaden the experiences of pupils and adults. They value gathering in tranquillity and stillness. These moments nurture a strong sense of belonging and support the spiritual life of those present within the context of worship. Themes and stories are clearly linked to Christian values. This encourages pupils to reflect on how these values influence their lives. For example, worship about perseverance inspires pupils to keep going when learning or life feels challenging. The school's faith group plays an active role in shaping collective worship. This involvement gives pupils a meaningful voice. The responsibility helps them to show kindness and be positive role models for others. Prayer spaces and visits to the peace garden offer opportunities for personal and creative prayer. Pupils value these moments for quiet reflection. Termly pause days extend these opportunities through focused worship activities.

### Vision and School Culture

A deeply caring culture permeates the whole school community where positive relationships lie at the heart of school life. Individuals are known and valued. As a result, pupils and adults experience a strong sense of belonging. This creates a supportive environment in which all are encouraged to flourish. Staff model kindness



and respect in their daily interactions. This creates an environment where pupils feel happy, supported and confident in being themselves. Leaders and staff, alongside the pupil anti-bullying team, work proactively to prevent any bullying. If problems arise, staff and pupils work well together to resolve any difficulties. Leaders' emphasis on nurture, wellbeing and positive relationships is valued by parents and carers, enriching the partnership between home and school. Furthermore, leaders prioritise staff wellbeing and carefully invest in high quality professional development opportunities for staff, so that they are well supported. This contributes to the stability, progression and development of a united staff team who model 'learning for life'.

#### Vision, Justice and Responsibility

The Christian vision inspires a culture of justice and responsibility across the school. Pupils understand the importance of doing the right thing and caring for others. School values reinforce these expectations in daily life. Through learning about global issues, including access to water in Africa, pupils develop an awareness of injustice. Fundraising for charities such as Macmillan, alongside support for other local and national causes, strengthens their commitment to helping others. The school's recognition as a 'Kindness and Social Impact School' reflects this ongoing work. As a result, pupils realise that the little choices which they make can result in a big difference to themselves and to others. Pupils also show care for their local environment. For example, some are inspired to collect litter in the surrounding area beyond the school day. A wide range of opportunities to be a pupil leader further strengthens this culture of responsibility. Members of the school council help to shape improvements across the school. Pupils also act as ambassadors for the school, modelling its values to others. Through these varied opportunities, pupils develop an age-appropriate and growing sense of personal responsibility.

#### Religious Education

RE is valued highly within the school and is supported by a generous allocation of curriculum time. Pupils learn about a wide range of religions. This helps them to recognise both shared beliefs and important differences. Carefully planned 'big questions' encourage pupils to reflect and think deeply about faith and belief. Respect for difference is promoted well. Pupils learn to listen to others, express their views and disagree in a thoughtful and respectful way. RE makes a positive contribution to pupils' personal development. It encourages them to make thoughtful choices and treat others with kindness. Pupils demonstrate secure knowledge and use appropriate religious vocabulary when discussing their learning. Teachers undergo relevant training to ensure confidence in delivering the curriculum. However, staff expertise in planning RE through different 'lenses' is not fully secure. As a result, teaching does not consistently focus on how people of faith believe, live and think in their daily lives. This means that pupils do not always understand these perspectives in a clear or meaningful way.

Learning is enriched through visits to places of worship. Pupils speak enthusiastically about a recent visit to a mosque which helped them to understand Islam as a lived faith. A committed subject leader provides oversight of the subject. There is regular monitoring and evaluation, alongside governors, through lesson observations, book scrutiny, and pupil voice. This ensures that RE remains a valued and well-resourced subject within the curriculum. Analysis of data demonstrates that pupils make good progress in their RE learning from their starting points. The RE assessment system is effective in informing teaching and learning.

## Information

Address	Tandridge Lane, Tandridge, Oxted, Surrey, RH8 9NN		
Date	4 March 2026	URN	125197
Type of school	Voluntary aided	No. of pupils	83
Diocese	Southwark		
Headteacher	Lenia Greenaway		
Chair of Governors	Annette Schmidt		
Inspector	Natalie Ralph		