

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Gamston St Peter's Church of England Primary School

Vision

At Gamston St Peter's Church of England Primary School, our vision is to embody the essence of our Christian faith by creating a supportive environment where every pupil is encouraged and inspired to "Be the best you can be" and "Shine like lights in the world" (Philippians 2:15).

Gamston 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 transformational Christian vision has been collaboratively crafted to reflect the community the school serves. School leaders and governors ensure that the vision permeates throughout school life.
- Underpinned by the vision, the values of kindness, hope and resilience create a culture of inclusion. Pupils and staff feel valued, loved and safe.
- Strong partnerships with both churches and Southwell and Nottingham Multi-Academy Trust (SNMAT), enrich collective worship and religious education (RE) opportunities for both pupils and adults.
- A well-planned and creative RE curriculum enables pupils to develop a strong understanding and awareness of Christianity as a worldwide faith.

Development Points

- Continue to embed the shared language of spiritual development across the curriculum. This is to allow pupils to articulate their spiritual journey confidently.
- Deepen pupils and adults' understanding of how to challenge injustice to allow them to bring about positive change.
- Strengthen provision for pupils to experience a range of worldviews. This is to develop their understanding of diverse religious and non-religious beliefs.



Inspection Findings

Vision and Leadership

The deeply rooted Christian vision has a transformative impact on school life at Gamston St Peter's. It is evident in policies, relationships and drives school improvement. Carefully crafted in collaboration with governors, school leaders ensure that the vision reflects the community in which it serves. The vision complements that of SNMAT and serves as the basis for monitoring by both school leaders and governors. As a result, they know the school well and fully contribute to school life. Leaders ensure the vision is central to decision-making and leads to a culture of belonging and growth. It fuels and motivates pupils to 'be the best that they can be' both inside and outside of the classroom. Pupils are given the opportunity to 'shine like lights in the world'. They can reflect on how the values of kindness, resilience and hope enable them to serve and respect others. Leaders have worked hard to ensure that members of the school community feel valued and loved for who they are. The influence of the vision is palpable and evident in the strong relationships between pupils and adults across the school.

Vision and Curriculum

Shaped by the vision, the curriculum provides pupils with opportunities to develop a sense of belonging and to think more deeply. There is a rich culture of inclusion within the school. Ensuring that pupils are included, supported and celebrated in lessons is a high priority for staff. Leaders are committed to nurturing spiritual development by introducing a framework across the curriculum. A spirituality, window-shaped mirror in each classroom acts as a focal point for pupils and adults, stimulating deeper thinking through a series of questions. These age-specific questions encourage pupils to explore the world around them, reflect on their experiences and engage with new possibilities and actions. Teachers are starting to weave opportunities for spiritual development into lessons across the school. Pupils have a strong sense of identity and are beginning to link spirituality to their concept of self and the world around them. However, they are just beginning to develop the language to evaluate their own spiritual journey.

Worship and Spirituality

Collective worship is focused on the school's values of kindness, hope and resilience. It further develops the vision by providing a space for personal reflection whilst encouraging spiritual development. Strong partnerships exist between Gamston St Peter's, local churches and SNMAT. These enrich collective worship. They ensure that pupils experience Anglican traditions and consider how different religious festivals are celebrated. Collective worship is inclusive, allowing pupils of all ages to engage. Resources are interactive and thought-provoking, supporting pupils of all faiths and none in their own responses. The Reflection Tree and Pebble Prayer Garden complement worship and provide additional opportunities for personal prayer and spiritual reflection. Large numbers of parents engage with collective worship, attending both the weekly celebration worship and the half-termly church service. Pupils, parents and staff can link themes covered in collective worship to decision-making in their own lives.

Vision and School Culture

Members of Gamston St Peter's are known and celebrated for being their own unique selves. The inclusive ethos is evident at all levels within the school. Nurturing pastoral support ensures that pupils who may struggle to engage in mainstream lessons are encouraged, respected and celebrated. Pupils are given opportunities to 'shine' and be recognised for their unique talents and positive characteristics. Leaders have worked strategically to ensure that the vision is integral to the culture. Wellbeing is at the core of the supportive environment carefully crafted by school leaders. Older pupils raise awareness of calming breathing techniques, enabling younger pupils to find peace and stillness. Pupils post any worries in the 'Worry Wendy' box. They are confident that these will be read and that staff will address the concerns. As a result, pupils feel safe and supported. The



emotional literacy support assistant (ELSA) provides bespoke support to pupils during difficult times and emotional challenges. The wellbeing culture grows from the vision and is expressed through each member of the school community.

Vision, Justice and Responsibility

At the heart of the vision is the ethos of kindness and the belief that all are equal under God. Moments of kindness are shared by pupils in the school's kindness book. Pupils have a clear understanding of their own behaviours and can support others. These actions are then celebrated with the wider school community. Pupils demonstrate their commitment to be a 'light in the world' through fundraising and raising awareness of a range of charities and good causes. The school has formed a strong link with a local Muslim training college. The college's charity not only sponsors the school football team but also helps pupils consider those less fortunate than themselves. For example, raising awareness of the local food bank's work. The curriculum enables pupils to consider injustice and social responsibility in a range of subjects. Older pupils can evaluate how significant black leaders in history have used faith as a foundation for action to challenge inequality. However, many pupils are currently less aware of how they can act independently to challenge injustice.

Religious Education

Inclusion is the starting point for the RE curriculum. Leaders have ensured that it is creative, providing a diverse range of teaching methods which engage and challenge. The curriculum was collaboratively developed by staff, initially through immersive and inspiring training days. The RE lead has engaged with subject networks across schools, both within the diocese and SNMAT. Teaching staff feel confident in delivering RE and sharing good practice with each other. The curriculum is also enriched by the school's strong partnerships with local places of worship. Visitors help to deliver RE both inside and outside of school. Pupils speak positively of their trips to St Peter's Church to learn about festivals and religious ceremonies. These visits have enabled pupils to have a good understanding of the purpose of weddings and baptisms in the Christian faith.

The quality of teaching across all age groups is strong. Teachers use a wide range of assessment strategies to check for understanding. Pupils with special educational needs and/or disabilities (SEND) are fully catered for in lessons. Teachers and support staff work together to ensure pupils' voices are heard and captured. Pupils enjoy RE and have a great appreciation of Christianity as a worldwide faith. Whilst the curriculum includes a range of major religions and worldviews, pupils are less confident in talking about them. Comprehensive monitoring shows that pupils are making good progress and that the vision is lived out throughout RE.

Information

Address	Stanboard Lane, Gamston, Nottinghamshire DN22 0PE		
Date	11 November 2025	URN	149603
Type of school	Academy	No. of pupils	105
Diocese	Southwell and Nottingham		
MAT	Diocese of Southwell and Nottingham Multi-Academy Trust		
MAT Chair	Chris Moodie		
Headteacher	Chris Edwards		
Chair of Governors	Adrian Argent-Cook		
Inspector	Sandra Stapleton		