

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

### St Peter's Eaton Square Church of England Primary School

#### Vision

Rooted in the teachings of Jesus – ‘Love thy neighbour’ (Luke 10:27) - our vision calls us to live out compassion, dignity, and service. We strive to be a community where every child flourishes academically, emotionally, and spiritually. Inspired by our Christian foundation, we nurture a culture of inclusivity, ethical responsibility and hope, empowering our children to become agents of change in their local and global communities.

St Peter's Eaton Square 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

- Leaders have carefully and thoughtfully developed a Christian vision appropriate for their school context. This builds and sustains a purposeful, united community in which pupils and adults flourish.
- Living out the teaching of Jesus, ‘Love thy neighbour,’ the school unwaveringly serves its community with compassion and love. This ensures that each person is included, valued and looked after. Their wellbeing is cared for, in times when they are joyful and when they are hurting.
- The rich and varied provision of collective worship provides spiritual flourishing of pupils and adults. Rooted in local Anglican tradition, it is made universally accessible and provides a central anchor for life in and beyond the school.
- The impact of the school's vision is enhanced through the partnerships the school builds. These include with the local church. These meaningful partnerships equip and support the school in meeting the needs of pupils and adults.
- The Christian vision, encouraging the valuing of each other, infuses the school's innovative curriculum. Engaging content that leads to impactful learning nurtures relationships and pupils' spiritual growth.

#### Development Points

- Develop learning spaces so that they promote reflection and spiritual growth. This is to nurture pupils and adults in their personal and collective spirituality.



## Inspection Findings

### Vision and Leadership

St Peter's Eaton Square is a calm oasis in the busyness of central London. Its deeply Christian vision drives the decisions that are transforming the school. This has been thoughtfully established, responding to the changing needs post-COVID, including the community's evolving diversity. The school's understanding of 'neighbour' extends to people, whoever they are. The emphasis on compassion, dignity and service is a bedrock upon which this community is built. The vision is keenly known by pupils and adults. This includes the biblical story of The Good Samaritan, underpinning a deep understanding of a loving way to live. It is expressed through Christian values of love, hope, service, wisdom, forgiveness and faith. These are wrapped up in a shared approach to behaviour, known as The St Peter's Way. Pupils were part of explaining this vision to parents and carers when it was first launched. They inspired school-wide support, and consequently, it makes a difference. The impact of the vision is monitored by leaders who insightfully evaluate its effectiveness. St Peter's draws upon diocesan advice, ensuring it keeps up to date with the latest developments in Church school education. Leaders combine the guidance with their own analysis. This ensures the school continues to respond to the needs of pupils and adults in their care.

### Vision and Curriculum

The vision influences the school's curriculum. It is centred around an inclusive 'people of interest' focus that values diversity. Pupils see themselves reflected in the people they learn about. The local area and wider world are included, bringing a connection between classroom learning and the global community. Consequently, this raises interest with pupils enjoying their learning. The school provides appropriate support to enable pupils with special educational needs and/or disabilities to be successful in their learning. This extends to those who are vulnerable and disadvantaged. The school draws fully upon the opportunities available from its London location. It actively seeks out funding and special moments to enhance the education being provided. As a result, culturally rich experiences are given. The school has formed an understanding of spirituality modelled on looking inward, looking outward and looking upward. This encourages the opportunities for spiritual development interwoven throughout classroom learning and additional activities. For example, outdoor learning brings the experience of being in nature to those without outdoor spaces at home. However, opportunities for learning spaces to provide reflection and spiritual development are underdeveloped. The rich breadth of the curriculum, such as learning Latin, maximises pupils' potential to flourish academically, emotionally and spiritually. This nurturing of the whole child is the vision impactfully reflecting the teachings of Jesus and bringing 'life in all its fullness.'

### Worship and Spirituality

Collective worship strengthens the community, fostering a rich spiritual life. It is highly valued for the time it provides to reflect, respond and grow in faith. Shaped by scripture, values and the Christian calendar, worship embeds the vision. There is a focus on living the values both within the school and in life outside. It inspires biblical curiosity about current topical issues. Through varied opportunities, people feel helped to navigate life's challenges, celebrate joys and mark sorrows. The local music foundation leads singing worship. This is deepened by the sharing of choral music with hymns from across Christian denominations. A close partnership with St Peter's Church enhances the rich tradition of Christian worship that people experience. This is particularly noticeable in the weekly Anglican Mass. Language is used skilfully, enabling pupils and adults, whatever faith and belief, to engage meaningfully. The reflection space provides an oasis within the school, a gentle environment that nurtures personal spirituality.



### Vision, Justice and Responsibility

Pupils are given many opportunities for leadership. As an eco-school with an eco-church, pupils act on climate justice. This is an example of the school and parish working together, promoting care for God's creation. The commitment to being a school where individuals matter and their voices are heard has earned a national award. 'Love thy neighbour' is evident in the many ways the school is living it out. An example is shown in the pledges to be kind made by the youngest pupils on their kindness tree. Issues of injustice are explored through working with partners such as a local homelessness charity. Pupils see homeless people near their school every day. This stirs up empathy and urges the community to address this injustice. Actions have included fundraising and speaking out about the matter. Supporting and advocating for their local neighbours in need is profoundly meaningful. Each initiative has a biblical foundation and is inspired by Jesus' example. Pupils collaborated with a local estates company to develop a 'green' wall of plants at the school. This is a generous example of the St. Peter's Way making a difference. In living out the values, pupils are accommodating towards and accepting of their neighbours.

### Religious Education

Religious education (RE) is given a high profile and valued. Its significant contribution to pupils' flourishing is achieved because the curriculum is challenging and exciting. Pupils learn about religious beliefs, can think deeply about them, and discover the lived experience of believers. These are explored through enquiry, reflection and dialogue in a safe, respectful environment. Local clergy welcome pupils to the church and help bring learning alive. This also happens in other visits to places of worship. The experience of hearing from members of religious communities and being in sacred spaces brings authenticity to RE. Leaders know the standards achieved because they monitor the subject robustly. Their evaluation informs development. Those who teach RE are supported, including through professional training. Links with the local Church secondary school enable both schools to learn from each other. This includes a focus on progression in RE that supports pupils in their move from primary to secondary education.

Teaching is consistently of a high standard. Stimulating learning leads to pupils having a deep understanding of the themes covered and progressing well. Activities are engaging and invite open responses. In '3 words that make you think of Christmas,' pupils justified, in detail, specialist vocabulary connecting Christmas and the Nativity. They articulate a deep scriptural understanding of religious concepts. Multi-faceted assessment gives teachers a clear awareness of pupils' strengths in RE and future learning needed. It shows pupils their successes and how to move forward. Teachers know that they assess pupils' work accurately because they collaborate effectively with other local schools.

### Vision and School Culture

The vision securely sets the culture of the school. Vision-informed policies and aligned practice ensure individual identities are celebrated. Time is invested in building relationships, and so people feel they belong and are valued. The school's commitment to dignity and wellbeing influences school and budgetary decisions. An example is the school's emotional wellbeing and mental health provision. This includes employing a school counsellor and its partnership with the mental health charity MIND. These help nurture a pastoral culture. An equitable approach guarantees pupils, whatever their circumstances, have access to the many educational opportunities offered. Staff enjoy their professional roles and see their work as vocational. People support one another individually and collectively. This is illustrated in practical examples of compassion, service and love, in the best and worst of times. These shine a light on the powerful part the school plays in loving thy neighbour. They are humbling hallmarks of a community flourishing through a lived Christian vision.

## Information

Address	Lower Belgrave Street, LONDON. SW1W 0NL		
Date	21 November 2025	URN	101140
Type of school	Voluntary aided	No. of pupils	143
Diocese	London		
Headteacher	Jane Carrington		
Chair of Governors	Jonathan Kester		
Inspector	Shaun Burns		