

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England VC Primary School, Coggeshall

Vision

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be. We flourish through the connections and relationships we nurture, guided by our Christian values.

Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.

As James 2:18 reminds us, 'I will show you my faith by my actions'

St Peter's 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 Christian vision shapes a culture of kindness, compassion and strong relationships. As a result, pupils and adults are known, valued and flourish together.
- Inspired by the Christian vision, pupils live out their faith through compassionate action. They confidently stand up for what is right and make a meaningful difference within their school.
- Collective worship has a clear impact on the personal and spiritual life of the school community. Biblical teaching inspires pupils to reflect deeply and shapes how they think, behave and relate to others.
- Leaders demonstrate an unwavering commitment to the wellbeing of pupils and adults. Trusting relationships create a culture where individuals feel supported, valued and able to flourish.
- Pupils value the safe space that religious education (RE) provides to ask questions and share their views. They develop a secure understanding of Christianity alongside a range of religions and non-religious worldviews.

Development Points

- Develop a more systematic approach to monitoring and evaluating the school's effectiveness as a Church school. This will enable leaders, including governors, to identify strategic priorities and monitor their impact over time.
- Refine the agreed understanding and whole-school approach to spirituality. This will enhance pupils' spiritual flourishing, particularly across the wider curriculum.



Inspection Findings

Vision and Leadership

The Christian vision, rooted in James 2:18, shapes the school's identity and provides a clear sense of purpose. It reflects the leaders' aspirations and informs relationships and decision making. Leaders developed the vision thoughtfully so that it reflects the school's context and the needs of its community. Staff value the opportunity they had to contribute to its development, creating a strong sense of ownership and shared responsibility for living it out each day. Pupils understand that faith is demonstrated through actions. They confidently explain how the vision encourages them to show kindness, embrace difference and stand up for what is right. Leaders use the vision to inform decision making and to reinforce the school's Christian character. Governors engage with the life of the school through visits and discussions with pupils, supporting their understanding of its Christian foundation. However, monitoring and evaluation are not sufficiently systematic to provide a comprehensive picture of the school's effectiveness as a Church school. As a result, leaders, including governors, are less able to identify strategic priorities and evaluate their impact over time.

Vision, Justice and Responsibility

The school vision inspires pupils to show their faith through compassionate action. They understand that standing up for what is right is everyone's responsibility. This culture is nurtured through the curriculum, collective worship and a wide range of enrichment opportunities. Pupils confidently discuss issues of justice and are encouraged to respond in meaningful ways. For example, after learning about malaria, they chose to write to their Member of Parliament, asking for greater support to tackle its impact. Others independently organised cake sales to raise money for causes that mattered to them, including Christian Aid. Opportunities such as the go global club, school council and leadership roles develop pupils' independence and sense of responsibility. Through these experiences, pupils understand that small acts of service can evoke positive change. They articulate that responsibility begins within their own community and extends to the wider world. They describe justice as treating everyone fairly, valuing difference and helping those in need. Consequently, the Christian vision has created an outward-looking culture where pupils willingly accept responsibility, make ethical choices and understand that even small actions can bring about meaningful change.

Vision and School Culture

St Peter's embodies a culture where loving relationships and kindness are evident in the way people care for one another. Pupils describe their school as a place where everyone is welcomed, respected and encouraged to be themselves. They recognise that their uniqueness is valued and understand that this reflects the school's Christian vision. Relationships between pupils and adults are warm and trusting. This enables pupils to feel valued and confident to seek help when needed. Leaders intentionally prioritise wellbeing and ensure support is available for pupils and families during difficult times. Staff know pupils exceptionally well and respond thoughtfully to their individual needs, particularly those who require further support or are disadvantaged. Parents rightly value the care and encouragement their children receive and speak positively about the strong relationships they have with staff. Adults also describe a culture in which they feel trusted, listened to and well supported. As a result, the school community reflects a lived Christian vision where dignity, inclusion and compassion enable pupils and adults to flourish together.

Vision and Curriculum

The Christian vision shapes a curriculum that enables pupils to grow academically, socially and personally. Leaders have designed learning to reflect the school's commitment to compassion, kindness and valuing each individual's uniqueness. The curriculum is ambitious and enriched through a wide range of experiences, including outdoor learning, visits and extra-curricular opportunities. These experiences broaden pupils' horizons and deepen their understanding of the world around them. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND) are well supported. Staff know pupils well and adapt learning



carefully so that everyone can participate and flourish according to their individual needs. The school has recently established a shared understanding of spirituality. Staff are increasingly using this to encourage reflection and a sense of awe and wonder. However, this work remains at an early stage of development. Planned opportunities for spiritual development are not consistently embedded across the wider curriculum. Consequently, pupils' opportunities to deepen their spiritual understanding vary between subjects and phases.

Worship and Spirituality

Collective worship is central to the life of the school and reflects its Christian vision of demonstrating 'faith through action'. Worship creates opportunities for pupils and adults to reflect, pray and consider how Christian teaching influences their daily lives. Pupils engage thoughtfully with worship and explain how biblical stories encourage them to show compassion, kindness and courage. They value opportunities to contribute through prayer and reflection, recognising worship as a special time to come together as a school community. The strong partnership with the local church enriches the spiritual life of the school. Pupils and parents rightly speak warmly of the support they receive from church leaders and the meaningful relationships that have been established. They both particularly value the 'Open the Bible' project, which brings Bible stories to life in memorable and engaging ways. These experiences deepen pupils' understanding of Christianity and strengthen the connection between school, church and the locality. As a result, collective worship has a clear and lasting impact on the personal and spiritual flourishing of pupils and adults.

Religious Education

RE has a high profile and reflects its importance within the curriculum of this Church school. Leaders have designed a well-sequenced curriculum that enables pupils to develop a secure understanding of Christianity alongside a broad range of religions and non-religious worldviews. The curriculum draws thoughtfully on theology, philosophy and human sciences, encouraging pupils to explore belief, ask challenging questions and understand the impact of faith on people's lives. For example, pupils consider the significance of Humanism, Islam and Hinduism alongside Christianity, while older pupils explore increasingly complex concepts and differing Christian perspectives. RE is well led and benefits from ongoing professional development through work with the diocese. This has strengthened leaders' curriculum thinking and ensured that staff are well supported in delivering an ambitious programme of study. Consequently, RE remains an ambitious and well-resourced subject that reflects both the expectations for RE in a church school and the school's Christian vision.

Information

Address	Myneer Park, Coggeshall, Colchester, Essex.		
Date	30 June 2026	URN	115108
Type of school	Voluntary Controlled	No. of pupils	306
Diocese	Chelmsford		
Headteacher	Sam Wilding		
Chair of Governors	Jayne Robertson		
Inspector	Chris Speller		