

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary Redcliffe Church of England Primary Academy

Windmill Close, Windmill Hill, Bristol BS3 4DP

Current SIAMS inspection grade	Good
Diocese	Bristol
Previous SIAMS inspection grade	Good
Date of academy conversion	July 2017
Name of multi-academy trust	Diocese of Bristol Academies Trust
Date of inspection	19 June 2018
Date of last inspection	9 July 2013
Type of school and unique reference number	Primary Academy 109147
Headteacher	Marie Thomas
Inspector's name and number	Revd David Hatrey 844

School context

St Mary Redcliffe Church of England Primary Academy is a larger than average school with 440 pupils on roll. There are 19 languages spoken at the school. The proportion of pupils who have English as an additional language or are entitled to pupil premium funding is above national averages. The proportion of pupils who have special educational needs or a disability is in-line with national averages. The school became part of the Diocese of Bristol Academies Trust (DBAT) in July 2017. A new headteacher was appointed in January 2018.

The distinctiveness and effectiveness of St Mary Redcliffe Church of England Primary Academy as a Church of England school are good

- Pupils feel the school is an inclusive, caring community where everyone is valued and they attribute this to the school's Christian character.
- Monitoring and evaluation are rigorously undertaken and lead to ongoing improvements.
- The pupils' worship team plans and leads worship, playing a major role in raising other pupils' awareness of the contribution prayer can make to their daily lives.
- Pupils have a well-developed understanding of Christianity as a multi-cultural faith through extensive links with a school in Uganda.

Areas to improve

- Embed the new Christian values and extend pupils' understanding of these so they can explain their distinctive Christian meaning by relating them to the Bible and talk about the difference they make.
- Enable pupils to recognise and articulate the difference collective worship makes to their lives and thinking.
- Ensure all major Christian festivals are explored in depth so pupils understand their significance for Christians.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Christian values are well established in school life. In January 2018 pupils asked to include new values, so the school family agreed six more which reflect their ethos. Pupils speak confidently about values and what they look like in daily life. The weekly award of a class values champion increases their importance. Reasons for the award are shared so everyone understands how values influence all aspects of life. Pupils make good links between values and learning. They say how perseverance encourages them to keep trying and how hope has raised their aspirations. A strong focus on teaching and learning has ensured attainment in Early Years and Key Stage 1 has continued to rise. Older pupils are making rapid progress which is often above expectations. Attitudes to learning are very positive with pupils gaining in confidence in their own ability. Disadvantaged pupils are closely supported enabling them to make comparable progress to their peers. Pupils have a sound understanding of the distinctive Christian nature of values by linking these to Bible stories which reflect their meaning. At present this does not include the new values. The school's Christian character is seen in their creative approaches to raise attendance. Staff ensure that pupils for whom attendance is a concern receive special attention, for example, from the adults who lead the walking bus with the school dog. This helps to raise pupils' self-esteem and improves their attendance.

Pupils talk confidently about how values influence their relationships and give examples. Pupils' behaviour is impressive and they attribute this to the school's Christian character. Pupils of different faiths or none recognise the contribution values make to their actions and talk about making right choices. Staff model values in daily life making strong relationships with pupils and parents, making them feel valued. Minor behaviour issues are dealt with by pupil mediators, who help peers reflect on their actions and link them to values.

The school's Christian distinctiveness stands out in its inclusive, caring family feeling. The Bristol City of Sanctuary Organisation awarded the school 'sanctuary status' for its excellent work with refugee pupils. Pupils show a high degree of respect and empathy for those who hold different views or faith. They are eager to know more about world faiths. Eid celebrations led by pupils and families extends understanding of the importance of this for Muslims.

Creative and extensive links with the Child of Hope school in Uganda deepens pupils' understanding of Christianity as a multi-cultural faith. Video links, sharing news and visits from leaders enable pupils to see how other Christians live and celebrate their faith. Pupils are inspired to respond through fund-raising. They talk about the difference their support has made to the lives of others.

The provision for spirituality is good. Staff have identified opportunities to explore aspects of spirituality through different subject areas. Pupils record their ideas to questions of meaning and purpose such as, 'Are science and religion complementary or conflicting?' and, 'What is God like?' Pupils can respond to daily experiences using the class log. Pupils' ideas show a growing maturity and deeper level of thinking.

Religious education makes a good contribution to the school's Christian character by developing an understanding of Christian values and extending pupils' knowledge of other world faiths. This enables pupils to draw on ideas from religions to begin to answer challenging questions. Pupils' views of RE are generally positive, they enjoy learning and are increasingly recognising the contribution this makes to their thinking.

The impact of collective worship on the school community is good

A pupils' collective worship team is making an increasing impact on collective worship. The team is made up of volunteers from each class. Each week pupils plan and lead class worship, gaining confidence in writing scripts linked to the value and sharing clear ideas. This has a four part Anglican structure which helps pupils to organise this. Other pupils say this is relevant to them and presented in a way they understand. The team are well supported by the collective worship leader. There are more opportunities for pupils to contribute to worship, such as sharing their answers to questions with a partner. An inclusive reflective atmosphere is created for worship and pupils say they appreciate the time of calm and peace. Pupils and adults reflect on worship themes and use these ideas in discussions. However, only some pupils are confident to talk about the links between worship and their thinking and actions. Parents from other faiths recognise the sensitive way worship is shared.

Planning for worship is detailed, progressively exploring an aspect of a Christian value each week. These values are linked to Bible stories which bring out their distinctive Christian meaning. Pupils have an understanding of some Christian festivals and talk in some detail about Holy Week. Celebrations of these festivals are sensitively planned so all can access these at an appropriate level. However, pupils' knowledge of some festivals, such as Pentecost, is limited.

Teaching about prayer is generally good. Pupils are introduced to different types of prayer and say these help them share their thoughts with God. Staff model prayers and provide ideas for pupils to extend their thinking. Prayers of the older pupils show a growing maturity, using a variety of language and formats. Class reflection spaces encourage many pupils to write prayers frequently. The pupils' worship team works with their peers to make improvements to

these spaces. Pupils appreciate the improvements made. Pupils appreciate the reflective garden which offers moments of calm.

Themes for collective worship draw upon biblical material so pupils are able to talk about Jesus' life in some detail. Pupils have a growing knowledge of the nature of the Trinity by exploring this through art which deepens their understanding. Themes in worship inspire pupils to initiate fund raising, an excellent example was their support for the local cancer Race for Life. The new collective worship leader has introduced new training enhancing staff confidence to lead worship and this has raised the quality of worship. Class worship surveys gather evaluations from pupils. This has led to more visitors leading worship with different approaches which are appreciated. Governors observe worship and talk with pupils and their discussions have resulted in greater opportunities for pupils to contribute. Local clergy regularly lead worship whilst others from the community bring a range of different approaches.

The effectiveness of the leadership and management of the school as a church school is good

The new headteacher has brought her passion and experience adding to the cohesive staff team who are dedicated to the work of a church school. A review of the vision involving the school family led to a new motto, "Rooted in love". Pupils designed a new symbol of a flourishing tree to depict this. They talk confidently of the tree with 12 roots representing the values which all have love running through them enabling it to grow. Pupils are then seen as the leaves or fruit which come when the tree flourishes. Pupils are increasingly making links between the values and flourishing as a person. They have high aspirations to achieve their God-given potential. Leaders talk about the biblical principles underpinning the vision by pointing to Jesus' example of loving all. They add that by developing pupils' understanding of values it helps them to make good choices, enables pupils to fulfil their potential and know they are special to God. Leaders make links between the vision and pupils' achievements. When barriers to pupils' learning are identified staff show their love by quickly putting in support to address these. A skilled staff team supports pupils with communication or emotional needs so they are ready to learn. Similar guidance and support is given to parents and families which makes a significant difference.

Monitoring and evaluation are rigorously undertaken by governors and leaders through planned visits with clear focuses. Governors have received additional training to enable them to evaluate the impact of the school's Christian distinctiveness. This has achieved one of the targets from the previous inspection. Through observations and talking with pupils about the current provision they gather information which adds to leaders' ongoing astute evaluations. The appointment of a Christian distinctiveness leader has enhanced this. She is leading new initiatives, such as the creation of a pupils' worship team. This leads to ongoing improvements, such as enhancing the learning environment, changes to the structure of worship and new training to support pupils' mental health. At present the pupils' role in monitoring is slowly developing.

Well-focused further professional training has effectively raised the quality of teaching and learning with experienced staff modelling good practice. Staff have received additional training on leading collective worship and introducing the 'Understanding Christianity' resources which has led staff to consider more questions of meaning and purpose. The school values its staff with several undertaking further training in preparation for leadership roles in church schools. Leaders ensure that RE and collective worship have a high priority as both play an influential role in shaping the school's Christian ethos. The school fulfils the statutory requirements for RE and collective worship. Pupils' knowledge of global communities is enhanced by the links with the Ugandan school and links some families have with worldwide communities.

A strong partnership with the DBAT has played a major role in supporting the school to raise the quality of teaching and learning and pupils' progress. Diocesan advisers have contributed through training and reviews. The local church provides excellent support, with the vicar leading worship and working alongside other church governors. A church youth worker provides resources for school visits to the church. The Family link worker supports pupils and families in a variety of ways, making a real difference to people's lives. Parents hold the school in high esteem, recognising its caring, inclusive community and the difference it makes to their children's education and lives.

SIAMS report June 2018 St Mary Redcliffe CE Primary Academy, Windmill Close, Windmill Hill, Bristol. BS3 4DP