

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Chad's Church of England Voluntary Controlled Primary			
Address	Cranham Drive, Patchway, Bristol BS34 6AQ		
Date of inspection	11 February 2020	Status of school	Voluntary controlled primary
Diocese	Bristol	URN	109179

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

St. Chad's is a primary school with 207 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Some pupils come from a priority neighbourhood, where mobility, relationships and mental health are major concerns. The school works closely with other local schools which form part of the Ignite cluster.

The school's Christian vision

Learning to love, loving to learn

'Let all that you do be done in love.' 1 Corinthians 16:14

We build on our Christian foundations to provide a secure and stimulating environment where each person is valued as an individual and where children are nurtured, take on responsibility to learn, strive to continually achieve and live life in all its fullness.

Key findings

- The distinctive Christian vision is at the heart of this Church school. It informs and drives improvements in all areas.
- The school has established, creative and innovative approaches to working with pupils, parents and the community which have transformed attitudes to learning and one another.
- Religious education (RE) and collective worship are inspirational, they challenge pupils' thinking which they are confident to articulate, influencing their relationships and actions. However, there is less teaching about some Christian festivals.
- The headteacher, senior staff and leaders for RE and collective worship are ambitious, inspirational and dedicated to the life of this Church School. They make excellent partnerships, particularly with the church which greatly enrich daily life, although links with global communities are less well developed.

Areas for development

- Extend pupils' knowledge of the work of the Anglican church worldwide so they deepen their understanding of how it addresses disadvantage and deprivation.
- Deepen pupils' knowledge of all of the main Christian festivals so they further develop their understanding of the significance of these for Christians.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The distinctive Christian vision has been specifically created to meet the needs of the community. The vision is fundamental to inspiring pupils' love of learning and enabling them to fulfil their God-given talents. Leaders confidently articulate the biblical principles underpinning the vision. They talk about everyone being special to God as they are wonderfully made in his image. Staff take the view that it is their responsibility to show God's love. The vision is instrumental in driving innovative improvements. Initiatives either enrich pupils' love of learning or provide opportunities which deepen their understanding of the dignity of each individual. Leaders are inspirational, passionate and dedicated to the vision and work of this Church school. An outstandingly strong and cohesive staff share the vision and live out Christian values. Leaders make bold decisions to welcome pupils who need a new start, transforming lives and enabling them to flourish.

The vision has inspired innovative and imaginative approaches to meet the needs of all. These transform parents' and pupils' attitudes to learning and the work within the community. The relationship between church and school is exceptional. For example, a number of pupils enjoy the prayer space organised by the church funded worker. She, together with church members, build relationships across the community and with the school. This enables dedicated staff to work with parents in unique ways to remove barriers. The breakfast club, run by staff volunteers, raises pupils' self-esteem through creative highly individualised plans. Staff signpost parents to support and provide workshops which raise their aspirations. This has transformed parents' involvement in their child's learning and raised attendance. This excellent practice has been shared with other schools. Pupils understand the needs of their community through creative visits to Alzheimer and care homes. They lead arts projects and role play which makes a real difference to residents' lives. Pupils make a difference for their community by baking biscuits for the Church foodbank to show their love. Pupils have a highly developed understanding of how to support their mental health. A well-being team of specialised staff and pupils from each class review and make changes which support everyone. The school's innovative practices on mental health have been recognised by the local authority. Workshops for parents on mental health are equally valued. The school's contribution to local schools is hugely influential.

Pupils' attitudes to learning and their self-esteem have been transformed. They talk about coming to school eager to learn. Pupils point to the importance of the vision and articulate how this helps them to flourish. There is a strong culture of success and celebrating one another's achievements. Pupils recognise the contribution Christian values make to their learning, such as perseverance. Pupils consistently make good and often better progress, with attainment being above national expectations. Vulnerable pupils are excellently nurtured and make comparable progress to their peers. Staff expertise in mathematics is regularly shared with other schools alongside strategies to address specific special educational needs. The evolving curriculum extends pupils' love of learning as it gives them increased ownership of what they want to study.

The partnership with the church is correctly recognised by the diocese as being outstanding. The church enriches worship, provides impressive support for governance and supports staff in working with parents. Monitoring and evaluations are exceptionally rigorously completed with clear focussed plans. Leaders are ambitious, constantly seeking the highest quality practice. Outstanding links with the diocese shape staff training. Global partnerships are growing, such as sponsoring pupils in Uganda. This is beginning to extend pupils' understanding of the Anglican church worldwide and how they address disadvantage and deprivation. More pupils are becoming advocates for change and independently championing local issues. They are vociferous in challenging waste and the use of plastics, changing school practice. Staff feel valued and well-supported with numerous opportunities to develop their talents. A number of staff have moved on to senior roles in Church schools.

The vision has ensured that imaginative and high quality creative experiences for spiritual reflection are an integral part of the curriculum. Pupils relish reflecting on big questions. There is a strong culture of pupils exploring the spiritual and ethical dimensions of issues and understanding their relevance. Opportunities for reflection experiences are planned across the curriculum. Class novels are selected which raise questions which are spontaneously explored. Pupils express their ideas in creative ways such as art with great sensitivity.

Pupils' behaviour is excellent and there is a rich sense of community. Pupils feel that they are special and unique. They treat one another with a high degree of dignity and respect. Pupils who express no religious belief readily affirm the importance of Christian values and the difference these make. The importance of forgiveness is deeply embedded and pupils know how to resolve issues often supported spontaneously by older peers.

The enthusiasm of the worship leader is infectious. She listens to pupils' views, making improvements so that worship is inspiring. Worship is central to deepening pupils' understanding of the vision and what this looks like in daily life. Pupils feel that they have ownership of worship and it is important for them. This is because each term a class introduces a new Christian value. They share what they know and what they want to explore. These then become the themes for forthcoming weeks, so they are particularly relevant. Pupils have independence to plan and lead worship, particularly in class. The pupils' worship team play a significant role, for example, talking to peers about improvements, leading to greater pupil involvement. Classes prepare worship on a festival or figure from a world faith which deepens their respect and shapes insightful comparisons. Prayers and reflections are highly valued as a time to be calm and share concerns. Pupils have an understanding of the significance and centrality of the Eucharist. However, their knowledge of some Christian festivals, such as Pentecost, was confused.

Religious education weeks are innovative high quality experiences. These inspire pupils. The week on prayer and reflection led to pupils creating a quiet garden. Pupils enjoy and are challenged by responding to big questions, in lively discussions where they feel safe to share ideas. Pupils' understanding of specific RE vocabulary is impressive, revealing a depth of understanding. They respect the views of others, but disagree constructively. Pupils explain that RE and Christianity have shaped their thinking and have a relevance for their lives. Pupils make insightful comparisons with other faiths where they show a breadth of knowledge. Assessment strategies are accurate following robust internal moderation. The coordinators are passionate in supporting staff introducing new approaches which fully engages pupils.

Headteacher	Stephanie Jenkins
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