

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School

Address New Street, Gloucester, United Kingdom, GL1 5BD

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

Overall grade

Excellent

The impact of collective worship

Excellent

School's vision

'Make A Difference to Everyone' We aim to create an environment where there is no difference in the academic achievement between those who might feel undervalued, disrespected or marginalised in society. We desire all our children to be the best that they can be, knowing they are loved and accepted for who they are – 'fearfully and wonderfully made.' Psalm 139: 14

Key findings

- The dynamic and inspirational headteacher, supported by all leaders, has created an authentic Christian vision that is underpinned by a deep theological understanding. The vision enables all to flourish because leaders have a comprehensive knowledge of their local context and how to support it.
- Courageous decisions made by all leaders , including governors, enable everyone to experience 'life in all in its fullness'. This is because leaders are relentless in their passion to be advocates for their diverse community regardless of background.
- Religious education (RE) creates a safe place for children to learn and express their understanding. However, opportunities are not always fully taken to challenge children in their learning.
- Collective worship, including that which is led and monitored by pupils, is a highly valued part of the community. As a result of this, collective worship is rich and effectively contributes to the deep spiritual development of all.
- There is a genuine and wholeheartedly held belief that everyone is a precious child of God which is lived out every day. This has resulted in everyone being treated with dignity and respect.

Areas for development

- Further embed more opportunities to challenge pupils in religious education so that all pupils make progress and flourish in their learning.

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

Diversity is celebrated in this dazzling multi-cultural and multi-ethnic haven, where 66 countries and 25 languages form part of the school family. Inspirational and transformational leadership has ensured that a deeply Christian vision is embedded at St Paul's. The vision, which is summed up by 'Make A Difference to Everyone' (MADE) and rooted in Psalm 139 is at the heart of a rich culture where all pupils and adults flourish. This is because everyone is valued as unique children of God. Through relentless action leaders ensure that everyone is treated with dignity and respect, no matter what their background or religious beliefs. This is because it is believed everyone deserves nothing less than human flourishing. As a result, the school has been recognised as a 'School of Sanctuary'. The very effective governing body are fully committed to ensuring the school serves its local community. They talk passionately and practically about the school's vision and the impact that it has. Courageous decisions are made because the vision is unfaltering. This is exemplified in not raising the cost of school meals for parents and providing additional funding for pastoral work. This servant leadership ensures that all experience life in all its fullness. Thoroughly effective relationships are central to the life of the school. Partnerships are highly valued and strengthen this diverse and vibrant community. The local vicar, through a shared passion for community flourishing, has supported the strong links between school and church. Both the school and the church refer to themselves as co-creators in the 'Kingdom of God'. The highly skilled and effective 'Reducing Barriers to Learning Team' are relentless in their efforts to form strong relationships with all parents, carers and external agencies. This leads to the flourishing of all. The vision has driven requests to the local authority for adult education classes for parents, where there haven't been any. This has raised aspirations of parents because leaders are relentless in being advocates for every member of their community. Parents express passionately how the school has gone above and beyond to make a difference. Educational visits have been carefully planned to ensure that pupils with sensory needs can be included. Decisions made in light of the vision, such as accepting previously excluded children without question, have ensured that parents have felt welcomed in the community. One parent explained, 'It was the only school I wanted my child to come to'. Leaders have an unswerving desire for all pupils to be the best they can, no matter their life experiences. An ambitious, bespoke curriculum built around the 'stage and not age' of the pupils exemplifies this vision driven desire. The dynamic and proactive curriculum recognises that no two pupils are the same and neither should two learning journeys. As a result additional funding has been made available to support the curriculum. This in turn leads to confident pupils who believe that the school 'encourages you to do more'. Pupils, including those who are vulnerable, regularly surpass expectations. This is because leaders and teachers effectively monitor progress and neither accept nor give excuses, ensuring that pupils achieve their best. For the school, spirituality is a connection rooted in love which supports the growth of every member of the community. It is woven throughout the school curriculum. Topics such as 'The skin I'm in' and 'What is love?' enable children to explore deep and searching questions about faith and the meaning of life. This results in values which are lived out naturally and inherently, supporting pupils in continually reflecting on how they make a difference. For example, reducing waste by not having crackers at Christmas. Collective worship is a highly valued aspect of school life, contributing deeply to the spiritual life of the school. Pupils of all faiths and none feel welcomed and included to the extent where there has been no request for withdrawal from collective worship. It is transformational because it continually inspires all members of the community to be agents of change. Pupils' sense of injustice drove one child to writing to the Home Office and others supporting the work of Christian Aid. Pupils have a deep knowledge of God as Father, Son and Holy Spirit because worship is biblically based with a clear anglican structure. Worship enables all to critically reflect on the vision. This is because themes focus on the intrinsic value of all. 'Ponder pebbles' and 'ponder pom

poms' give children regular opportunities to reflect richly supporting their own spiritual development. The collective worship team regularly lead whole acts of worship. They monitor effectively and openly discuss the impact of worship with pupils and adults. RE is well led and the leader makes effective use of training through the diocese. The curriculum engages pupils and gives them the opportunity to study a wide variety of faiths. Teachers and leaders recognise how RE supports pupils' understanding of the diverse culture in which they live. This ensures that RE has a high priority in the school. Monitoring is effective and is having an impact on the way RE is taught. Pupils engage well during lessons and confidently share their thoughts and ideas. Pupils feel safe to share their opinion. This is because they know that they will be treated with dignity and respect by pupils and teachers alike. Good opportunities enable pupils to make progress within the subject. However, not all opportunities to challenge and extend pupils' understanding further through deeper probing questions are utilised effectively. Pupils and adults alike talk passionately about how they are valued and treated with dignity and respect. The vision ensures that mental health and well-being takes a high priority. This is because there is a cultural of genuine care, rooted in the vision, and borne out through the conviction that everyone is 'MADE at St Paul's'. As result, all are accepted for who they are and empowered to be the people God created them to be. In turn, this culture has created a community which 'keeps everyone here'. Pupils talk about the importance of Psalm 139 that underpins the vision. They share how they know everyone is unique because all are 'fearfully and wonderfully made'. As a result, pupils recognise how coming to school makes a difference to them and are empowered to make a difference to others. 'St Paul's gets under your skin'. This is because celebrating the individual is the hallmark of this diverse community and is rooted in the vision. It assures every member that they are a child of God. This means everyone can and does make a difference to all.

Contextual information about the school

Date of inspection	07 October 2022	URN	115605
Date of previous inspection	23 June 2015		
School status	VC	NOR	205
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Gloucester		
Headteacher	Stephanie Matthews		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)			
Inspector's name	Duncan Hutchison	No.	2119