

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

<b>Bramley St Peter's Church of England Primary School</b>	
Address	Hough Lane, Bramley, Leeds, LS13 3NE
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	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Journeying together with God. We nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine. Remember the Lord in everything you do and he will show you the right way.</p> <p>Proverbs 3 v 5-6</p>
Key findings
<ul style="list-style-type: none"> <li>• Bramley St Peter's is a community built on nurture and respect where everyone is celebrated as a unique child of God. Through the vision, leaders have created an inclusive community where everyone flourishes.</li> <li>• Leaders and governors know the school well and are deeply invested in its success. The distinctive Christian vision and values lead the work of the school. However, whilst governor monitoring visits are in place, they do not always lead to rigorous evaluation.</li> <li>• Religious education (RE) is led with passion. Pupils value the opportunities that RE gives them to explore their own views and opinions. However, some pupils are less secure in their understanding of the range of religions studied.</li> <li>• Collective worship is inclusive and invitational. It holds a special place in the life of the school. It offers time for reflection and enables both children and adults to consider how they can live out the Christian values in life.</li> <li>• A shared definition has empowered staff in their understanding of spiritual development. Progressively deeper opportunities for spiritual reflection are not yet in place.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure that there is a systematic and robust self-evaluation process in place to drive further church school improvement.</li> <li>• Deepen children's understanding of a range of religions and world views so that they gain an understanding of contemporary British society.</li> <li>• Develop opportunities for spiritual development so that pupils can explore and articulate their spirituality more deeply, thus empowering them to become agents of change.</li> </ul>



## Inspection findings

Committed and passionate leaders speak with conviction about the vision and values of St Peter's and how the school is 'journeying together with God'. They have a deep understanding of the community they serve and have high aspirations that every child will shine as a unique child of God. The vision and values, shaped in consultation with all stakeholders, are woven through school policy and practice. As a result they are known and understood by everyone and form part of the everyday language of the school.

Governors know the school well. They hold the children at the heart of all decisions and are committed to 'children becoming, not just learning'. They regularly visit school, taking part in the monitoring of collective worship and RE. Observing the vision in action forms part of the school's monitoring calendar. However, monitoring does not always lead to the rigorous evaluation of the impact of the vision on the flourishing of pupils and adults. Therefore it does not always drive action and improvement.

The school's values of nurture, discover and respect underpin an inclusive curriculum designed to enable all pupils to 'shine'. Carefully chosen visits allow pupils to connect with their learning whilst global projects are beginning to open eyes to the wider world. Learning across the curriculum encourages a respect for difference, diversity, and ways of living. This is enabling all to live out the vision and celebrate each other as a unique child of God. All pupils are encouraged to be curious, ask big questions and discover. Provision for those pupils with special educational needs and/or disabilities (SEND) is shaped through individual provision maps. Relationships with partner agencies are optimised enhancing the work of the school in ensuring that learning is accessible for all. As a result pupils are flourishing.

A strong and tangible culture of nurture for all permeates all aspects of life at St Peter's. The school is welcoming to all and readily adapts its provision to meet the needs of individual pupils. Consequently, pupils feel 'safe, loved and secure'. Parents and carers speak about the inclusive and nurturing environment in the school and attribute this to the vision. They give examples of how pupils overcome extremely challenging circumstances with the school's support. They appreciate relationships based on mutual respect and acceptance describing the pastoral support offered by the school as a 'hug to the whole family'.

The vision has shaped the more recently reviewed behaviour policy based on forgiveness and reconciliation. Restorative conversations enable pupils to reflect on their actions resulting in them making more positive choices. This is reflected in the school's monitoring of reported incidents. Pupils behave well and any concerns are dealt with swiftly by leaders through the lens of the vision.

RE makes a good contribution to flourishing and strengthens the school's vision through discovery and respect. Leaders are passionate about RE and consider it a core subject. They have reflected on the newly revised Diocesan syllabus for RE and updated long term plans. There is now a renewed focus on a wider range of religions and world faiths. Planned visits to places of worship help to bring learning alive. RE is a safe place for pupils to reflect on their own opinions knowing that there is no right or wrong. Pupils speak positively about what they learn in RE and are keen to find out about Christianity and a range of world views. They talk passionately about 'discovering new religions' and 'seeing God from different perspectives'. However, they have yet to deepen their understanding of a range of religions in order to fully prepare them for life in contemporary Britain.

Collective worship is valued as a special part of the school day. It is invitational and inclusive offering all the opportunity to reflect and respond in their own way. An established routine for worship supports spiritual development. For example, a daily reflection question ensures




there is time to pause and consider a personal response. Additionally, opportunities for spontaneous prayer are actively taken up by pupils. As a result pupils see the connection between the choices they make and the values at the heart of worship. Pupil leadership of worship has been re-established. Members of the collective worship group speak enthusiastically about planning and leading worship each half term around the given theme and are keen to strengthen their role further.

The relationship with the newly established vicar at St Peter's Church is already impacting positively on worship making links to Anglican traditions and the seasons of the Church year. Strong ecumenical links exist between St Peter's Church and Bramley Baptist Church strengthening the partnership each has with the school and wider community. Support from the diocese is highly valued.

The school has a clear understanding of spirituality. Opportunities for spiritual development are found throughout the curriculum. Pupils value reflection spaces in the school environment. For example pupils interact meaningfully with the rainbow prayers reflection and the prayer tree. As a result pupils talk about how 'God can help you when the journey gets a bit bumpier than normal'. Reflection spaces are established in classrooms but these do not yet offer progressively deeper opportunities for spiritual reflection. Leaders are working to ensure that opportunities for spiritual development are more explicitly articulated. This is so that pupils are able to explore and talk about their spirituality more deeply.

Opportunities to explore issues of injustice are carefully planned into the curriculum. Both the newly formed eco school group and the school council engage in decision making which develops their sense of social action. They are ambitious in their role and talk about 'making the world a better place'. They suggest and select initiatives to raise funds for charity. These have included charities working locally as well as national and global projects. Pupils understand the power of collective action in bringing about positive change and gain confidence when these endeavours reap rewards. For example championing a local campaign to reinstate benches across Bramley. By reflecting on changes they can make in their own lives, pupils are exploring how they can act as courageous advocates.



	The effectiveness of RE is		Good	
	<p>Pupils are enthusiastic to learn and benefit from a carefully planned and balanced RE curriculum. They speak confidently about their opinions and the importance of knowing what other's believe, while questioning their own beliefs. Through regular monitoring, leaders' assessment of RE is accurate and work in books confirms that pupils are flourishing. Pupils enjoy learning about a range of religions. However, opportunities to gain a deep understanding of a wide range of religions are less developed.</p>			
Information				
School	Bramley St Peter's Church of England Primary School	Inspection date	28 February 2023	
URN	108003	VC/VA/Academy	Voluntary aided	
Diocese/District	Leeds	Pupils on roll	401	
Headteacher	Ruth Esplin			
Chair of Governors	Jo Herbert and Julie Falkiner			
Inspector	Philippa Boulding	No.	965	