

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Bridport St Mary's Church of England Primary School | |
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| Address | Skilling Hill Road, Bridport, DT6 5LA |
| 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 |
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| <p>As a church school our vision is to 'Build a caring community where all can learn and shine!'</p> <p>This vision is inspired by Jesus and his teaching to love God and love each other as ourselves.</p> <p>Matthew 22 vs 37-40</p> |
| Key findings |
| <ul style="list-style-type: none"> • The Christian vision inspires the school to be a beacon of hope and inspiration for all. Transformational relationships make life-changing differences for pupils, their families and the locality. • A rich culture of spirituality is deeply embedded across daily life. Pupils highly value the quality of these experiences as they explore questions of meaning and purpose. They fully appreciate its significance for their lives and thinking. • Leaders are at the heart of this school, totally dedicated to it being a Church school. This exceptional team lives out the vision so all see the difference it makes. • Pupils, with a religious faith or none, recognise the importance of collective worship and how it transforms their actions. It consistently challenges them to show compassion for all and make a difference for God's world. At present, pupils' contribution to the termly worship overview is less well developed. • Pupils flourish in religious education (RE) through the high quality of provision and visual approach to learning. They are engaged and challenged in debates, showing an impressive knowledge and understanding. |
| Areas for development |
| <ul style="list-style-type: none"> • Enable pupils to make a greater contribution to termly collective worship overview and planning, so they have greater ownership in this area, further extending its relevance for peers. |

Inspection findings

St Mary's is a the beacon of inspiration and hope to its community, driven by its Christian vision. Its reputation for nurturing pupils with a range of needs is exceptional. Pupils and families are immersed in a culture where they know they are loved. Transformational relationships inspire aspirations and attitudes, growing hope and trust. The school serves the community with goodness, nurturing wholeness. Leaders articulate a rich understanding of theological principles underpinning the vision. They embrace their responsibility to show God's love to all. This draws upon Jesus' teaching and example, enabling each to fulfil their God given potential. Leaders are dynamic and totally dedicated to the work of a Church school. They grow staff, recognising their talents. Staff live out the vision, consistently going beyond community expectations. Leaders' relentless evaluations, consistently raise the impact further, on pupils' flourishing and wellbeing. Governors are knowledgeable and diligent. They use specific guidance, ensuring all aspects are rigorously and systematically evaluated, leading to clear foci for improvements.

The vision of enabling 'all to learn and shine', is emphatically seen in the outstanding provision for all. A high percentage of pupils with significant needs, join outside of normal admission times. The nurture of the school's den and hub provision make life-changing differences to pupils' lives, transforming expectations. They provide new starts, addressing pupils who have previous negative experiences. These give pupils the resilience to overcome seemingly insurmountable barriers, to be the best person they can be. Staff expertise is outstanding, frequently drawing on research to inform approaches. Vulnerable pupils are impressively supported. Termly screening identifies issues which are effectively addressed. For instance, pupils are supported to recognise their emotions, using individualised strategies which help them to be calm. Pupil wellbeing ambassadors share the importance of breathing and mindfulness, creating their own projects, such as 'beating the January blues'. Mental health is very high priority. Pupils use 'tools' which help them when anxious. A pervasive culture of aspiration and high expectations contribute to this. Fundamental are the trusting relationships pupils have with staff. Pupils are nurtured to appreciate their talents, with a culture of celebration which multiplies self-belief. A language of expectation, challenge and next steps, flow across learning.

The curriculum is infused with planned opportunities which deepen pupils' spiritual flourishing. Regular high quality days are eagerly anticipated. Pupils plan activities for these, whilst ideas are shared with parents, so these can be developed at home. Research shapes this planning, so spirituality enriches pupils' wellbeing. Staff agree what transformational spirituality looks like in each of the agreed areas. This is informed by individual pupil discussions. Planning is constantly reviewed so it matches the needs of the year group. Pupils pose their own questions and seek answers on the meaning and mystery of life. Reflections show a depth of ideas with a language emerging of how to express this. These learning experiences are innovative. A partnership with a school in the Dominican Republic deepens understanding of different cultures. Pupils who have an experience of other cultures give presentations, enhancing dignity and respect. Literature texts enrich this, raising questions of difference and diversity. Pupils welcome all, influenced by the 'No Outsiders Here' project. The Eco Club's initiatives influence daily life. They achieved plastic free school status. Letters to supermarkets called for changes in policy, culminating in a Parliament visit to challenge the government. Local projects, such as the community kitchen, lead to pupils having a relentless compassion for God's world.

The vision of caring for all enthuses partnerships enriching provision. The new relationship with the Initio Learning Trust brings focused evaluations and guidance to raise impact



further. Sharing its own excellent practice, is guided by principles of generosity and grace. A literacy toolkit, designed by leaders which pupils use when unsure, is shared with the trust, diocese and beyond. Leaders are used by the diocese to share high quality practice on all aspects of a Church school, in the trust and beyond. The diocese directs new leaders to the school to experience the vision and subsequent nurture for all. Church and school are piloting the 'S.T.A.R. Club', a project of working with the community. This creatively engages families. It builds resilience of community and wholeness and transforms relationships at all levels. The relationship between church and school is an example of excellence. It is typified by church members being trained so they can 'walk and talk' with pupils as they prepare to move to secondary school. This reduces pupil anxiety about the transfer.

Watching over one another in love, is the spontaneous culture of the school, inspired by the vision. This is lived out daily, so all see the difference the vision makes. As a result, pupils treat everyone with a high degree of respect and dignity. The importance of forgiveness is embedded and how to move on together.

Establishing a visual approach in RE greatly enhances pupils' engagement. This enables pupils with specific needs to flourish, enjoying their learning. Pupils talk insightfully about the RE skills they employ and their importance. Their knowledge of Christianity is outstanding, supported by the introduction of an effective resource. They show an impressive understanding of specific religious vocabulary and core religious concepts. Learners spontaneously use these when responding to questions of meaning and purpose. They draw upon their understanding of theology, philosophy and ideas from human science. Lively debates challenge opinions, where they learn from others and how to disagree well. A particular strength is appreciating differences of belief between various Christian traditions, following discussions with faith leaders. Learners show a very well developed understanding of worldviews, aware how belief shapes actions. Assessment procedures lead to focused ongoing judgments. Progress is rigorously reviewed, informing the next lessons. This approach is shared by the diocese as high quality practice. The leader's enthusiasm and support make an exceptional difference to staff knowledge and skills.

The junior worship team play an influential role in ensuring collective worship is the heart of daily life. They plan and lead their own worship as do other groups. Visitors seek to adopt their approaches. The pioneering 'Star Club' for parents and pupils draws upon worship themes, supported by the junior worship team. This draws the community into reflections times. This is rightly regarded as exemplary practice across the diocese. Pupils make a grid to evaluate worship, used by each class. They feel they have ownership of worship, celebrating its contribution to their thinking. It led them to pictorially displaying the stages in worship so all appreciate its pattern. Collective worship is invitational, inclusive and vibrant. It consistently inspires pupils and shows how the vision is lived out. It is the focus of celebrations, recognising everyone's uniqueness. Planning is detailed, giving staff guidance and resources for class worship. It cohesively weaves ideas from RE, the vision and other areas creatively together, so that they enrich one another. However, pupils' contribution to the termly overview is less well developed. Sharing in celebrating the Eucharist in school, enriches pupils' awareness of its significance. Some pray spontaneously on the theme at the end of worship. Pupils with a religious faith or none articulate how exploring Christian values influence their lives and actions. Specially designed worship, using figures, deepens the understanding of themes for those who have special educational needs and or a disability. This ensures all can access worship. An extensive understanding of Christian festivals and the Holy Trinity is shown.



| Information | | | |
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| School | Bridport St Mary's Church of England Primary School | Inspection date | 23 March 2023 |
| URN | 142691 | VC/VA/Academy | Academy |
| Diocese/District | Salisbury | Pupils on roll | 209 |
| MAT/Federation | Initio Learning Trust | | |
| Headteacher | Kate Batorska | | |
| Chair of Governors | Peter Stone | | |
| Inspector | David Hatrey | No. | 844 |