

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

### Cathedral Primary School, Voluntary Controlled

#### Vision

Many voices, one harmony.

'Though we are many, we are one body in union, celebrating the fact we all have different gifts and talents to use' (Romans 12:5).

Cathedral Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- Cathedral Primary School is a caring Christian community. Staff provide both pastoral and academic support for the many diverse needs within the school context.
- School and trust leaders use the vision as the foundation for collaborative working, enabling flourishing of both staff and pupils.
- Worship is well planned and resourced resulting in it being invitational and inclusive.
- The Christian vision has created an inclusive culture within the school where both staff and pupil well-being is enhanced.
- The diverse religious education (RE) curriculum is well-resourced and provides challenge. With the support of the school and trust, staff are supported to create engaging teaching materials.

#### Development Points

- Ensure staff are well trained in, and consistently apply, the school's understanding of spiritual development. This is to support flourishing in all members of the school community.
- Empower pupils to understand how to be changemakers, thereby creating a culture that enables pupils to act for justice, by giving them the choice of charitable causes.



## Inspection Findings

Rooted in scripture, the Christian vision is a “golden thread” that pulls this diverse community together as “one body”. School and trust leaders plan policies firmly rooted in the vision, allowing flourishing in this Christian community. Leadership across the trust is considerate of staff well-being, recognising the disruptive journey whilst building the school. Staff are supported with planning, in school and in the trust. Monitoring of all elements of school life is rigorous and regular, from leaders, governance, and the trust. Areas for development are shared, promptly informing training and the school development plan. Leaders recognise staff and pupil achievements, providing an environment where flourishing is encouraged. Good practice is shared and valued. Pupils particularly enjoy receiving their rewards that are given for demonstrating the school’s values of creativity, respect and courage. Pupils explain how the reward system helps them put the vision, of one harmony many voices, into action.

The curriculum is planned robustly and carefully around the vision. Pupils and staff refer to mirrors, windows and doors, but without a shared understanding of the language of spiritual development across the curriculum. The intent of mirrors, windows and doors is to give staff and pupils a shared language of spirituality, linking to the self, looking outwards, and looking beyond. Staff and pupils do not make this link, and therefore opportunities are missed. The vision has led to the use of the new oracy curriculum which is woven into all the school does. Pupils respectfully use their voices to share ideas, creating a harmonious community. The music curriculum embodies the vision, allowing pupils the opportunity to sing as one in many events, such as Project Zulu, a project run by the University of the West of England to counteract racism. Pupils have access to instrumental lessons with instruments provided, if needed. The rich curriculum links learning to the vision through extra-curricular opportunities. A recent visit to the Gaia (One world) exhibition in Bristol Cathedral allowed them to focus on climate change. Pupils understand why everyone needs to help each other, demonstrating many voices, one harmony.

The school’s Christian vision shapes collective worship. Worship is well-planned and resourced. It offers opportunities for personal reflection and stillness at the start of the day. Pupils in the ‘collective voice’ team lead much of it. Their help with planning and delivery of worship supports inclusivity. Participation and engagement are high. Strong partnership links with the cathedral encourage pupils and parents to visit it, either during the school day or for special services. Collective worship is underpinned by the vision and values. Time is given for celebration and rewards, linking the values to worship, thereby embedding understanding of both vision and values. Clergy often deliver worship, enhancing it further through theological ideas, using stories and plays. Clergy and pupils enjoy sharing worship at Cathedral Primary. There are reflection spaces in classrooms. However, a lack of use throughout the school day leads to an absence of awareness in pupils of the importance of spiritual reflection. Pupils and staff alike speak courageously during worship. They share personal experiences about that term’s value, knowing they will be greeted respectfully. Pupils rightly recognise that this approach is special within the school. Many voices do work together in this time and, as a result, the sense of flourishing together is clear.

Pupil and staff well-being is at the heart of work at Cathedral Primary School, extending beyond the school gate to the wider community. Initiatives for staff, such as Red January, promote doing something physical and personal to boost well-being every day. Team activities throughout the year build a sense of belonging, as does the headteacher’s open-door policy and the trust’s support in times of difficulty. They offer counselling and supervision support. A mental health initiative for pupils, providing an Emotional Literacy Support Assistant (ELSA), is expertly run, leading to pupil flourishing. The pastoral and senior team provide excellent support for parents and carers. This is through regular home visits to those pupils in need of additional emotional and academic support. Staff help



parents navigate the difficult process of seeking diagnoses for their children. This level of support results in increased individual attendance and improved behaviour, allowing pupils to access all the school offers. Each family has a visit from school staff to aid transition. Parents rightly appreciate the support and advice received throughout the school year. Pupils' needs are carefully matched with adjusted teaching materials that are planned and crafted to suit the learning requirements of pupils.

The school's vision builds a strong sense of responsibility within staff to teach pupils about justice and the heritage of protest within this city. Through the vision and values, pupils express why it is important to speak for the voiceless in society. They understand that everyone should be treated with equity and dignity. The school council connects the vision and values to activities that the school participates in during 'Values Day'. This enables understanding of their vision in action. Leaders have carefully crafted opportunities for pupils to engage with themes of responsibility and justice throughout the curriculum. For example, the work on Project Zulu helped pupils to gain an awareness of justice and equality. Pupils are enthusiastic participants in charitable work, for example raising funds for an outdoor learning area. Pupils explain plans to link charitable fundraising to their class reading books. However, pupils are not empowered to choose charities. This results in a lack of understanding of why and how charities enact change.

RE has a high profile, and pupils enjoy it. Pupils, parents and staff understand the importance of RE in a diverse global society. The well-sequenced RE curriculum is carefully planned, following locally agreed guidelines. RE Leads use the "Understanding Christianity" resource, creating lessons that are shared within the school and trust. The curriculum includes varied activities, leading to strong pupil engagement and understanding of challenging concepts. Teachers attend regular subject training and are supported by the diocese and trust to continuously improve practice. Pupils are encouraged to be creative in their thinking. They can write or draw their ideas and produce skilled work, demonstrating their ability to reflect in a balanced way. Pupils link difficult ideas, such as freedom, to their learning and to the school vision. This community has pupils of many world faiths and worldviews within it. The vision and values result in them confidently sharing experiential information in RE lessons, supporting learning. Pupils understand what other children believe. They articulate their understanding of worldviews to each other in school and at home. This enables knowledge to be shared, creating an even stronger community where there may be many voices, but a community that speaks in harmony.

## Information

Address	College Green, BS1 5TS		
Date	16 January 2025	URN	139828
Type of school	Voluntary Controlled	No. of pupils	420
Diocese/District	Bristol		
MAT/Federation	Cathedrals Schools Trust		
Headteacher	Sara Yarnold		
Chair of Governors	Tim Gear-Evans		
Inspector	Sara Fox		