

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England VA Primary School, Bradford	
Address	Wibsey, BD6 1ST
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>'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.' 1 Corinthians 13.</p> <p>We are a loving community. By establishing trusting, hopeful relationships and persevering to strengthen links within and beyond our community, we enable everyone to flourish on their journey.</p>
Key findings
<ul style="list-style-type: none"> • Pupils and adults flourish in the 'family' at St Paul's. All fully understand and live out the distinctive Christian vision to 'grow together, trust persevere and flourish on life's great adventure'. • Collective worship is a significant moment in each day in which all pupils and adults take part. Pupils delight in crafting class worships and using drama to enact stories from the Bible. At present pupils currently do not routinely have the opportunity to select bible stories. • Pupils develop high levels of subject knowledge because of the carefully planned religious education (RE) curriculum which is well taught and enjoyed by pupils of all ages. They talk with enthusiasm about facts they have learnt, interesting discussions and time to reflect. • There are many rich experiences for spiritual reflection. Pupils are enthusiastic about these moments and they add depth to the academic curriculum. However at present, expanding these is limited. • Pupils are inspired to be courageous advocates and take action in the service of others. New opportunities for pupils to challenge injustice and inequality are limited.
Areas for development
<ul style="list-style-type: none"> • Increase structured opportunities for pupils to select the content for collective worship. • Further enhance well-established practices to deepen opportunities for personal spiritual growth and enrich the spiritual flourishing of all. • Deepen the pupils' understanding of courageous advocacy so that they can challenge social injustice at a global level.



Inspection findings

St Paul's is a school with a big heart, which strives to 'persevere together in knowledge, love and faith'. Pupils and staff clearly articulate how the teachings of 1 Corinthians 13 impact upon their life in school and beyond. Adults and pupils flourish because they are immersed in patient, kind love. Leadership is embodied by the dynamic headteacher. During the significant staffing challenges of the last year, staff worked tirelessly to ensure high standards in school life were maintained.

The vision along with St Paul's compass provide direction for linking to the 'journey' all make. The seven points represent a colour of the rainbow and the family value attached to that colour. The seven colours of the rainbow represent love, courage, community, forgiveness, honesty, determination and respect. The recent change to the school uniform was inspired by the colours and values. Staff and pupils wear their family colour hoodies for physical education (PE), the rainbow assembly and rainbow days. The rainbow days learning with their school family build stronger relationships with pupils from across the school age range and with a variety of staff members too. Staff report that they know every child in their family now.

The core Christian values are known and used by the youngest children and the vision is understood by all. The impact of this exemplifies the family culture that enables everyone to flourish. Parents report that the school has 'changed their and their children's lives'. The values passports help the pupils to monitor how they are living the values every day.

Morale is high, staff know they are supported personally and professionally. Many comment on how the Christian character of the school impacts on their own lives, providing love and support. Governors articulate the vision with clarity and speak passionately about the way the school enables flourishing for all. Mental health and wellbeing are carefully planned to reflect the school vision. It has a transformational impact on the lives of members of the school community, giving them the tools to be agents of change.

Close partnership with the diocese supports training and self-evaluation. All pupils behave well and support each other. Pupils talk with clarity about ways in which the curriculum supports their understanding of difference, diversity, and respect.

The vision for all pupils to grow in knowledge drives the broad balanced curriculum. The school uses names of places in Bradford for class names. Pupils visit these places their classes are named after, giving them a sense of belonging to their local community. The after-school clubs follow the values with the collective worship crew and the drama detectives who investigate bible stories. All pupils are encouraged to be curious. Innovative approaches to learning encourage all pupils to develop their talents and try new things. The bridge builders, a new approach to school council, has changed how feedback is received across the school. Pupils say that some stories in collective worship are too long. As a result only only part of the story was read and the book displayed in the library for pupils to borrow and finish in their classes.

Opportunities to win the weekly peace award of the crocheted dove are highly valued. Pupils receive peace tokens for behaviour at lunch and breaktimes that show peace and kindness.

Pupils consider a range of 'big questions' and they enjoy opportunities to wrestle with ethical dilemmas. Social action projects, charitable works, and a strong commitment to ecological campaigns are rooted within the context of the vision. As a result, pupils are advocates for change, ardent in supporting others locally through meaningful projects. Links with Tanzania are planned to support pupils in understanding their position in the wider world as global



citizens.

RE and collective worship make very substantial contributions to pupils' spiritual growth. Pupils are eager learners they are excited and inspired by their learning. They are confident, mature, and articulate their thoughts clearly and disagree well. Reflection is integral to learning across the curriculum, through which the Christian vision is threaded seamlessly. Pupils express their ideas creatively through art, poetry, prose, stillness and prayer. The quality and depth of their personal responses can be seen in vibrant art displays and RE whole class books. Teachers are adept at questioning. Using the knowledge harvest and then '3 for RE' which links to the Trinity, deepens pupils' thinking. They are frequently challenged to explain or consider why such a belief is expressed. Provision for pupils' spiritual development and emotional wellbeing is extremely well-considered. 'Godly play' is used exceptionally well creating spiritual moments of deep reflection on stories from the bible using 'God's Big Story'. Pupils have quality experiences through a regular pattern of visits and visitors.


The RE curriculum enables pupils to focus upon key religious concepts from multiple perspectives and to compare religions within one unit of learning. Pupils are enthused by RE and talk about how it helps them to think about people of other faiths and none, and to consider divergence of religious thought. As a result, pupils speak about different cultures and traditions, and how their knowledge of these promotes understanding and respect of others. Pupils are also able to make and explain their own life choices and find their place in the world in the safe and inclusive space provided. As one Year 6 pupil said, "We all feel understood by everyone, even if it's different for you, they understand".

Pupils and staff flourish because of the opportunities to sing, pray, and reflect upon the teachings of the Bible during collective worship. Carefully supported class-based worship mean that from a young age, pupils are involved in planning and delivering worship.

Collective worship brings life and inspiration into the school day and beyond. Worship is truly inclusive and invitational, with everyone knowing how to behave respectfully, act and respond if they choose to join in with elements of worship, or not. Across the week, a range of people lead worship, bringing with them a variety of styles. The collective worship crew, a group of enthusiastic pupils from across the year groups, lead worship. Their natural style and confidence have blossomed over time thanks to the loving and respectful culture of the school. Prayer is highly valued within collective worship and during the school day. Prayer spaces have been created in communal areas and outside to provide opportunities for the school community to reflect and pray. Pupils have a deep and personal understanding about prayer.

The vision inspires the whole school community to 'protect, trust, hope, persevere and flourish' on life's great adventure.



	The effectiveness of RE is		Good	
	<p>Teaching and learning are consistently good. Supporting pupils' exploration of religious belief and practices. Pupils are inspired by their learning, developing key skills of enquiry and analysis. As a result of an expertly crafted curriculum, pupils gain a deep knowledge and understanding of key concepts in Christianity and a range of world- views are developed and built upon. As a result, all pupils, including the disadvantaged and those with special needs and/or disabilities, make good progress.</p>			
Information				
School	St Paul's Church of England VA Primary School, Bradford	Inspection date	17 January 2023	
URN	107319	VC/VA/ Academy	Voluntary aided	
Diocese/District	Leeds	Pupils on roll	205	
Headteacher	Mrs Cath Palmer			
Chair of Governors	Bryan Harrison			
Inspector	Elaine Bowers	No.	960	