

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pucklechurch Church of England Voluntary Controlled Primary School

Castle Road,
Pucklechurch,
Bristol,
BS16 9RF

Current SIAMS inspection grade	Good
Diocese	Bristol
Previous SIAMS inspection grade	Good
Local Authority	South Gloucestershire
Date of inspection	17 November 2016
Date of last inspection	17 November 2011
Type of school and unique reference number	Primary 109171
Principal	David Forrester
Inspector's name and number	Daphne Spitzer No 37

School context

Pucklechurch C of E Primary School is a smaller than average primary school with 191 children on roll. It is located in the village of Pucklechurch on the eastern outskirts of Bristol. The vast majority of children are from white British heritage families. The numbers of children with special educational needs and/or physical disabilities (SEND) is below the national average. A higher than average number of children have educational health and care plans. The numbers of children who are eligible to receive additional funding through the pupil premium grant is below the national average. Over the recent past there has been significant instability of staff, including school leadership team, due to promotions and maternity leave.

The distinctiveness and effectiveness of Pucklechurch as a Church of England school are good

- Distinctive Christian values of forgiveness and friendship are having a good impact on children's behaviour and relationships.
- The role of the diversity crew in promoting the role of collective worship is having a good impact on children's personal and spiritual development.
- Capable leadership of religious education and collective worship is promoting the school's Christian character very well.

Areas to improve

- Ensure that the school's values are embedded in Christian teaching, in particular those associated with academic achievement as well as personal and spiritual development and monitor the impact of these values using the whole school community.
- Provide opportunities within collective worship for children to experience Anglican practice so that they can gain a greater understanding of this aspect of the school day.
- Include a programme of visits to places of worship of other faiths in the religious education (RE) curriculum so that children have a greater understanding of others' beliefs and cultures.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Pucklechurch is a friendly and welcoming community where Christian values permeate daily life. The school's Christian ethos creates an inclusive environment in which each and every child is valued and nurtured. Children enjoy school and this is reflected in their good attendance. Christian values are very effective in promoting personal development and well-being. As a result, behaviour and relationships between children are good. They say that the Christian value of friendship linked to the story of Jesus healing the paralysed man is important and show this by the way they encourage and support one another. However, distinctive Christian values are not consistently and explicitly used to promote learning. Academic achievement is improving because children are making continuous progress towards attaining higher standards. Opportunities to develop spiritual awareness within the curriculum are good. Children made their own special wreaths and poppies to mark Remembrance Day placing them on a mound in the grounds in a special whole school act of commemoration. This had a significant impact on children's understanding of the value of respect. Whole school projects which raise spiritual development such as the question 'What does God look like?' have also been very effective. A group of children known as the diversity crew have a key role in promoting the school's Christian values by nominating children demonstrating the values in action around the school. They promote spiritual awareness in classes for instance, by leading class worship on religious artworks displayed around school, painted under the guidance of a local artist. Their work in classes and around the school, are good examples of the way children's views are promoted and valued. Children talk with animation about their class cross made and decorated on an individual basis by them, often with their photos, which is passed with them from class to class as they move up the school. In this way the school creates a strong sense of small Christian communities within a larger one. This has a good impact on their spiritual development increasing their self-confidence and creating a strong sense of belonging. Religious education is effective in promoting Christian values. For example, in a younger class, children were learning the value of friendship by linking it explicitly with the parable of the Good Samaritan. Children describe RE lessons as 'fun' because they feel engaged due to well-chosen interactive teaching methods. They demonstrate an open and positive attitude towards people of other faiths and cultures. Their developing understanding is a result of the effective way that spiritual, moral, social, and cultural development is promoted. Children talk of the need to show respect for others and how they can now see others' points of view.

The impact of collective worship on the school community is good

Collective worship is an important time in the day at Pucklechurch. This is because all teaching staff attend worship demonstrating that they find it relevant at a personal level as well as for children. Worship promotes Christian values very effectively. For instance, themes in worship help children associate the Christian value of trust with the story of Jesus healing the Roman centurion's servant. In the same way, thankfulness is linked with the recent Christian celebration of Harvest. Children enjoy worship because they are fully engaged with many opportunities to actively participate. Worship is distinctly Christian. The focus on Christ is evident in questions such as 'what would Jesus think?' or 'what would Jesus say?' which promotes spiritual development very well. As a result, children understand that themes in worship are providing them with guidelines for their lives. A time of prayer often led by children and guided reflection effectively promotes the Christian message. This is enhanced by a candle lit as a focus for reflection, understood to represent the light of Christ. However, coloured cloths denoting the church's seasons are not in use nor are simple liturgical greetings and responses. As a result, children's understanding of the church year and Anglican practice is underdeveloped. Reflective areas in classrooms, each chosen by children to focus on different aspects of Christian values, are promoting a good sense of personal spirituality. A reflection garden is well used. Children say they 'take time out to reflect on their own actions'. Worship is effectively led by the RE leader. She ensures that worship is monitored and evaluated by governors and children so that it meets the needs of all children. A group of children, known as the diversity crew have worked with her over the last year and are now leading worship not only in their own class but in those of younger children. This has made a significant difference to the life of the school and the way the children take ownership of this time of the school day. These children are now confident, well prepared and keen to lead whole school worship.

The effectiveness of the leadership and management of the school as a church school is good

Pucklechurch has a clear Christian vision underpinned by a set of five values which encompass explicit Christian values promoted very effectively by collective worship. Over the last few years the school leadership have been effective in providing direction for the school's distinctive Christian character. Their commitment to the school's Christian foundation is reflected in the way that all issues from the last inspection have been addressed in a way that has brought about improvement. For instance, Christian values are now clearly promoted by worship and have a good impact on the life of the school. However, the school lacks a coherent strategic plan to improve the school's distinctive Christian character. For example, by focussing on how Christian values promote learning as a means of raising standards of academic achievement. Collective worship and RE are monitored by the vicar who is an important member of the school community. He liaises with the key member of staff who leads these areas and outcomes and issues raised are regularly discussed by the whole governing body. Working closely together the RE leader and vicar ensure that the school's Christian ethos is developing. Parents appreciate the impact of the school's Christian character on their children's behaviour. In particular, they comment on their ability to reflect and think deeply about issues of concern. The RE subject leader is enthusiastic, capable and well supported by the headteacher. She has used her recent professional development from the diocese very well to gain a good understanding of new resources to be used by the whole school next year. She has led staff development so that they can be successfully implemented. Assessment and tracking of children's learning has been brought in line with other core subjects reflecting its importance in the school curriculum. Although visitors from other faiths are included as part of RE, she has accurately identified the need to develop a programme of visits to places to worship of other faiths. The school's partnership with the local church is good and of mutual benefit to both communities. Members of the church community as well as the vicar contribute very well to the life of the school. For instance, by leading weekly worship on a rota basis. Visits to the diocese by Ugandan bishops have included visits to the school enhancing the children's understanding of Christianity as a global faith. The school meets the statutory requirements for RE and collective worship.

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