

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Avonmouth Church of England Primary School

Catherine Street
Avonmouth
BS11 9LG

Current SIAMS inspection grade	Outstanding
Diocese	Bristol
Previous SIAMS inspection grade	Good
Date of inspection	21 March 2018
Date of last inspection	20 March 2013
Type of school and unique reference number	Primary voluntary controlled 109140
Headteacher	Nicky Mc Mahon
Inspector's name and number	Daphne Spitzer NS No 37

School context

The school is an average size primary school set in Avonmouth village, a clearly defined industrial urban area alongside the M5 Avon bridge and close to the Avonmouth Docks in Bristol. The number of children on roll is 201 with a further 40 in the nursery. The majority of children are from White British heritage families with an increasing majority from ethnic minority families and children for whom English is an additional language. The proportion of children with special educational needs and/or disabilities (SEND) is broadly in line with the national average and the proportion of children for whom the school receives the pupil premium grant is higher than the national average. There have been significant changes of staff and governors since the previous inspection including the headteacher.

The distinctiveness and effectiveness of Avonmouth as a Church of England school are outstanding

- Outstanding relationships promoted by the school's Christian values such as koinonia have a strong impact on children's personal development, well-being and academic achievement.
- The prominent role of religious education (RE) in the school's curriculum contributes significantly to the school's distinctive Christian character.
- The links between the school and church are exceptionally strong and contribute significantly to the school's progress in the development of its Christian character since the previous inspection.

Areas to improve

- Embed the school's vision within biblical teaching as well as the school's core Christian values and ensure that it is widely understood by the whole school community.
- Formalise the existing opportunities for spiritual development within the curriculum. Monitor and evaluate their impact to provide for continuity and progression.
- Further develop the role of children in planning, leading and delivering collective worship so that it becomes integral to the life of the school

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

Avonmouth Church of England Primary School is a very welcoming, friendly Christian community. The school's strong Christian ethos creates a highly respectful, inclusive and open culture where everyone is understood to be equally loved by God. Distinctive Christian values have a profound impact on children's academic achievement,

personal development and well-being. Children understand the way the Christian value of endurance strongly promotes their learning. They say that 'Jesus didn't give up' so neither should they in their work. The caring Christian environment enables children to feel safe and secure so that they learn and thrive. Standards and progress for children are at least in line with the national average. The school meets the needs of all children very well. The school's Christian value of koinonia is having a significant impact. The school community is recognised as a place where everyone works together in harmony for others and 'friends all around you'. For example, whole school acts of generosity and service are clearly evident in their support of the local food bank at Harvest time and currently their joint 'steps' for the charity Sport Relief. The school's Christian character contributes significantly to the outstanding relationships throughout the school community. Children talk with deep understanding of the need to trust their friends in the same way that Peter trusted Jesus when he walked on water. They attribute their strong friendships to their good understanding of the role of Jesus as a peacemaker, illustrating their value of peace. Since the previous inspection, staff have worked continuously on developing a cohesive approach to the teaching of spirituality. However, although outcomes have been very successful, these opportunities are not formally planned in the curriculum. This work has contributed significantly to the children's excellent understanding of spirituality. Children identify the way that spirituality promotes their learning, their respect for others and their awareness of their place in the world. They say that the quiet and calm settings provided within the school environment also build their confidence and help them achieve. The annual prayer spaces events have a good impact and contribute profoundly to the spiritual life of the school. The high priority given to spiritual development is seen in the recent cross making home learning project and the visit of Key Stage 1 children to Bristol Cathedral for the Easter trail. Religious education (RE) contributes very effectively to the school's promotion of Christian values and children's spiritual development. Younger children have a good understanding of the value of koinonia from the way it is linked to Jesus' command to 'love one another'. Exciting, interactive methods which generate questions and insightful responses contribute to high levels of interest. Children recognise the strong feature of equality both as a Christian belief and as part of British values. This has contributed to their high levels of respect for difference and diversity.

The impact of collective worship on the school community is good

Collective worship is an important time at Avonmouth. It contributes significantly to the strong sense of Christian fellowship or koinonia which is a key feature of the school. Both staff and children enjoy worship and clearly recognise its special role in promoting the school's distinctive Christian character. Worship promotes the school's values very well setting them very effectively in their biblical teaching. This Christian value of koinonia is illustrated by the school's special altar cloth which depicts the faces of each member of the school community's beautifully stitched together. The cloth also displays the changing seasons of the church year. Christian teaching is evident in the words of children's prayers said during worship such as 'Jesus taught us how to love one another'. This is a good example of the way worship promotes spiritual development. It is also evident in the time for guided reflection and prayer. There are a variety of opportunities for reflection and prayer during the day that are having a good impact on children's spiritual lives. The role of the children's worship committee is embedded in school practice. They work closely with the RE subject leader in monitoring and evaluating worship and supporting class worship. They have taken a leading role in developing the school prayer. Children are engaged actively in a variety of ways, such as in their lively interactive singing with musical accompaniment and drama. The sharing of the peace is now an integral feature of worship. The candle lit to promote times of reflection is understood to represent Jesus as the light of the world. These are examples of the way that children are developing a good understanding of Anglican practice. Children have some understanding of the Trinity, for example, from Prayer Spaces and from a recent RE enrichment week. Plans are in place to develop their understanding further by embedding it as a regular part of worship practice. The leadership of worship is good. A small team consisting of the RE leader, the headteacher and the vicar plan and liaise closely. They are constantly reviewing practice and making changes in the light of feedback from children. Although children lead worship in a variety of settings, in church, in the hall or classrooms, it is usually with the guidance of staff. They do not, as yet, have opportunities to plan, lead and deliver whole school acts of worship unsupported on a regular basis.

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

The school's vision 'Inspired Happy Children, Learning for life' is underpinned by twelve distinctly Christian values. These are clearly identified in the school logo of the daisy with each petal linked to one of the core values. School leaders have identified the need to make a more explicit link between the school's vision and Christian teaching. As a result, the biblical teaching of St John that Jesus 'came so that we might have life, life in all its abundance' has now been adopted by the school leadership with plans to share this with the school community. The headteacher's distributive style of leadership and teamwork, which includes the church, contributes substantially to the school's success. Strategies used in the church school self-evaluation process are robust. The school's assessment of its

own distinctiveness and effectiveness as a church school is accurate. The outstanding way that the school's distinctive Christian character, collective worship and RE have been monitored and evaluated has had a significant impact. This is evident in the excellent progress that has been made since the previous inspection. The arrival of the vicar, a few years ago, had a clear impact on the spiritual life of the school. The annual prayer space introduced by the headteacher is now planned and led by the vicar and his church team. This has significantly raised the profile of prayer and reflection. The staff are a close, collaborative team who are very supportive of one another as well as the children and their families. Parents feel valued and supported. They praise the school's open, accepting culture and strong, nurturing environment. The support from diocese, particularly the period of the parish vacancy as well as for professional development has been very effective. The leadership of RE is inspiring and exemplary. The leader is very capable and passionate about her role. She has coached staff very successfully in the introduction of new resources, taught by example across the age groups and planned the programmes to be implemented. The school's partnership with the church and local community is strong resulting in mutually beneficial outcomes. The school meets the statutory requirements for RE and collective worship.

SIAMS report March 2018, Avonmouth CEVC Primary School, Catherine Street, Avonmouth, BS11 9LG