



National Society Statutory Inspection of Anglican and Methodist Schools Report

Bramley St Peter's Church of England Voluntary Aided Primary School

Hough Lane

Bramley

Leeds

LS13 3NE

Previous SIAMS grade: Good

Current SIAMS grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Leeds

Dates of inspection: 30 June 2015

Date of last inspection: June 2010

School's unique reference number: 108003

Headteacher: Ruth Esplin

Inspector's name and number: Lynne Gillions 662

School context

Since the last inspection, Bramley St Peter's has become a voluntary aided school and has a new headteacher. It is becoming a two form entry school and currently has 333 pupils on roll. It serves a mixed area with some significant deprivation and half the pupils are in receipt of the pupil premium. The majority of pupils are of white British origin. The percentage of children requiring support for special educational needs is above average.

The distinctiveness and effectiveness of Bramley St Peter's Church of England Primary as a Church of England school are good

- The headteacher has a clear vision for the school based on Christian values such as hope, compassion and courage. This vision is shared by the church, staff, governors and pupils who recognise that these values have a positive impact on all areas of school life.
- Leaders accurately identify strengths and areas for development and they have put in place strategies which are leading to improved progress for most pupils.
- The strong relationships and the care and nurture of pupils and their families help break down barriers to learning and enable children to thrive.
- Pupils show respect for people of other faiths and cultures and some demonstrate a mature understanding of diversity.

Areas to improve

- Provide more creative opportunities for children to explore spirituality.
- Increase opportunities for pupils to take responsibility for collective worship.
- Ensure religious education lessons are differentiated so that all pupils are appropriately challenged and assessment provides an accurate picture of progress and attainment.
- Governors should put in place a rigorous system of monitoring and evaluating the school's performance as a church school which feeds into the school development cycle.

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

Christian values are at the heart of school life. All members of the school community recognise the impact they have on learning, behaviour and relationships and the contribution they make to the overall harmony of the school. 'We respect and treat people as God treats and respects us' and 'we always try to bring things back to Bible teaching'. Hope, courage, peace, respect, forgiveness and compassion have each been a half termly focus and children speak of the impact these values have on their lives. One child said that 'forgiveness is not always simple, it is really hard'. Another spoke of the value of peace in family relationships. The attainment of pupils is varied across school but progress is showing an improving picture as a result of better strategies that have been put in place to track the progress of individual pupils and the school's response to their emerging needs. The learning mentor and special educational needs team offer effective care and support for vulnerable children which enables them to access learning and make progress. This is a reflection of the caring ethos of the school where staff provide a nurturing environment which builds pupils' confidence and enthusiasm for learning and where barriers to learning are addressed. Parents value the efforts put in by the school to identify and respond to individual needs. Children enjoy school and say 'in our school we are all friends'. Staff describe it as 'more of a family than a school'. Behaviour is good and relationships are strong and supportive. The Christian character of the school makes an important contribution to the spiritual, moral, social and cultural development of the pupils particularly through collective worship and religious education. Children are encouraged to make good choices. On entry, they learn to share and treat each other as friends and respect for each other is encouraged as they progress through school. Spiritual development is good but could be further enhanced by providing specific spiritual spaces or identifying more creative ways of exploring spirituality such as the Easter Experience where children enjoyed the opportunity to explore the Easter story through a range of activities at the church. Children enjoy learning about other faiths and cultures and Year 5 spoke of how much they had learnt from the visit to a mosque and how it had challenged some of their pre-conceived ideas. 'It helped me understand what it means to be a Muslim' and 'I learned they give a lot of support to charities'. Children like to be involved as members of the School Council or the Assembly Group or as class monitors and these are giving them opportunities to take on responsibility. Kidz Club run a popular weekly club where children have fun whilst learning about the Bible.

The impact of collective worship on the school community is good

All members of the school community recognise that collective worship is an important part of school life. Children listen well and read out their own prayers. They particularly enjoy it when they are invited to help lead the worship. They all participate in class worship to which parents are invited. There is an Assembly Group which meets regularly with the headteacher to review collective worship and suggest ideas for improvement. One suggestion was to make greater use of video clips and this is now more in evidence. Children are now ready to take on more responsibility for leading collective worship. All teaching staff, the vicar and Kidz Club lead collective worship. Planning is mainly based on Christian values and Bible teaching and it is evident that this is having an impact on the children. When recalling the story of The Good Samaritan children said it taught them that they should help people but one child also recognised that in the story the characters were from different cultures yet the Samaritan still helped the victim and therefore they should be willing to help those who are from different cultures too. Children also respond through social action by raising funds for charities and one child, prompted by a desire to improve safety at railway stations, had contacted Network Rail and as a result the school has been involved in an ongoing project with the organisation culminating in the erection of a mosaic, made by the children, in Leeds City Station. Worship reflects the seasons of the church year and includes the main Christian

festivals. These are celebrated in church and children participate in leading them. They have some understanding of Anglican traditions but this could be further developed. Children recognise the importance of Jesus to Christians and they have a developing understanding of the Holy Trinity. One child talked of God as Father and Son and said that 'the Holy Spirit fills hearts with love and compassion and replaces hatred'. Prayer is part of school life with prayers at lunchtime and the end of the day. All children can contribute prayers to the prayer tree and some of these are read in collective worship. Children understand the importance of prayer to people of faith and described it as feeling 'connected to God'. Collective worship is regularly monitored by pupils and staff and now needs to formally include the views of governors and parents.

The effectiveness of the religious education is satisfactory

Since becoming a voluntary aided school, a new RE curriculum and assessment system have been introduced this year. These need to become embedded and, whilst there is some creative and effective teaching taking place, more time is needed for children to develop the knowledge and capacity to express their ideas and to formulate questions more effectively. There is evidence that pupils have made progress since the start of the year and standards of attainment are satisfactory and improving. Assessment needs to be established and moderated so that a clear picture of progress and attainment can contribute effectively to future learning. Children say that RE is 'interesting' and 'creative'. They enjoy the associated art work, empathising with characters and using ICT to research topics. A wide range of work is in evidence in RE books and class Big Books. The latter particularly show the links made in RE to the Christian value being explored in collective worship. Work needs to be differentiated more to ensure children are appropriately challenged and supported in their learning. Marking sometimes focuses on RE objectives and in the best examples children are given opportunities to respond to the teacher's comments and this helps them to develop their thinking further. Year 5 particularly enjoyed their visit to the mosque and this has greatly enhanced their understanding and respect for people of other faiths, recognising that as well as differences there are also similarities to themselves. Further visits to places of worship would benefit the pupils and contribute to their learning. Children are given opportunities to develop skills such as enquiry, analysis and interpretation but as yet these are not fully embedded so are not as effective as they could be. Children in a Year 2 lesson were able to recall stories of Jesus well and empathise with some of his emotions. In a Year 3 lesson, children were using enquiry and investigative skills when looking at artefacts from the Sikh faith and some children were able to explain some of the things they had learnt about Guru Nanak. Overall, RE teaching is making a positive contribution to pupils' spiritual, moral, social and cultural development. The subject leaders are developing the subject well and know where further progress needs to be made.

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

The headteacher is committed to developing the distinctiveness of the school as a church school. Leaders have a clear understanding of the school's performance and what issues need to be addressed and they are putting in place measures to improve the quality of teaching and learning. As a result progress is now improving. All leaders recognise that Christian values make an important contribution to standards, behaviour, attendance, relationships and all areas of school life. They know that everything they do is rooted in their Christian ethos describing it as 'part of our DNA'. They ensure that Christian values make an active contribution to the spiritual, moral, social and cultural development of the children. The school has some monitoring and evaluation strategies in place which address the school's performance as a church school and involve some of the stakeholders. However, whilst governors know the school well, they need to put in place a more rigorous system of monitoring and evaluation which looks at all aspects of the school's performance and feeds into the School Development Plan. School works hard to engage with parents. They describe the school as 'welcoming' and 'caring'. They appreciate the work of the learning mentor and the special educational needs

team in supporting families at times of crisis, one parent describing it as 'fantastic'. They recognise that school listens to their views and said that when they had asked for earlier notification of events, school responded and now sends out informative newsletters which particularly help working parents to plan ahead for special occasions. There is a strong partnership with the church and the vicar is regularly in school. This is a mutually beneficial relationship which helps root the children into their local community and helps the church to engage with local families. There is scope to work with the church in raising children's awareness of global issues. The school's recent change of status to a voluntary aided school symbolizes the commitment of all leaders to developing their distinctiveness and effectiveness as a Church of England school.

SIAMS report June 2015 Bramley St Peter's CE Primary, Hough Lane, Bramley, Leeds LS13 3NE