Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Voluntary Controlled Primary School

Vision

A place to belong.

Our school is a family where everyone feels safe, happy and valued and is supported to achieve their full potential. We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for their futures.

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us."

Romans 12:5-8

St Paul's Church of England 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.

Notable Strengths

- The Christian vision, rooted in belonging, is lived and embedded. It ensures that members of the school community are valued, supported and able to flourish.
- The curriculum is inclusive, intentional and well-planned. It is driven by a Christian vision that celebrates pupils' gifts and talents and supports those with additional needs, including those with special educational needs and/or disabilities (SEND). This enables them 'to achieve their full potential'.
- The commitment to developing compassionate and caring pupils shapes relationships in daily life. As a result, pupils consistently show kindness and support for each other because they understand that it is the right thing to do.
- Guided by the school's vision, pupils are given structured opportunities to develop a strong understanding of justice and responsibility. This approach enables them to confidently challenge injustice and advocate on behalf of others.
- The well-established approach to spirituality supports pupils and adults' spiritual reflection. It enables them to ask questions and contributes to their wider spiritual development.

Development Points

- Strengthen the monitoring of collective worship. This is to ensure that daily worship consistently fulfills its spiritual purpose and is inclusive for all pupils.
- Develop and enrich the religious education (RE) curriculum to broaden learning experiences. This is to deepen pupils' understanding of faiths and worldviews and the diversity within them.

Inspection Findings

Vision and Leadership

St Paul's Church of England Primary School is a school rooted in compassion and love. Leaders are clear about the needs of the community they serve. The school's vision as a place of belonging is firmly rooted in the apostle Paul's teaching that 'though we are many, we form one body', found in the book of Romans. It drives all actions and decisions and is central to its curriculum and pastoral support. As a result, this creates a nurturing environment where everyone is valued and can thrive. The school is a harmonious and successful community of people committed to each other. Leaders, including governors, monitor and evaluate how the vision contributes to the Christian ethos and impacts upon pupils' flourishing. They ensure they have the knowledge and skills to promote continuous improvement. Leaders work closely with York Diocese and other school improvement services to hold the school accountable. This has led to improvements in the RE curriculum through training and implementation. The Christian ethos underpins parents' confidence that the school prepares their children well for high school. The school's strong Christian ethos provides a clear moral compass that shapes pupils' attitudes and behaviours. Consequently, the school makes an impact beyond the classroom. Families choose this school because of this. Parents and carers consistently describe how ideas and themes from lessons and collective worship 'percolate' into home life.

Vision and Curriculum

Shaped by the Christian vision, the curriculum ensures that pupils are equipped to 'develop a lifelong love of learning'. Leaders, including governors, recognise pupils' needs and ensure the curriculum provides the learning experiences they require. Pupils develop stronger spiritual understanding through a well-designed curriculum which also deepens pupils' sense of justice and responsibility across subjects. For example, a whole-school arboretum visit helps pupils reflect on nature and stewardship. Furthermore, a trip to Parliament trip deepens their understanding of democracy. Leaders, including governors, are ambitious for every pupil, including those needing particular care or provision. They ensure pupils are fully supported in all aspects of school life so that they feel they belong. This includes young carers, refugees, and pupils with SEND. Early intervention assists pupils experiencing difficulties, enabling them to access lessons and develop meaningful friendships. This builds confidence and supports positive behaviour in classes and around the school.

Worship and Spirituality

A carefully planned pattern of daily collective worship inspires the school community. Adults and pupils value these opportunities to come together, with one pupil describing the experience as feeling 'at one with their school'. Themes are relevant and thought provoking. They link with the associated Christian values as well as events in the liturgical year. An established routine of prayer and reflection provides a spiritual opportunity to consider God and deeper aspects of life. However, worship is not always monitored effectively. Consequently, it misses opportunities to fulfil its spiritual purpose or fully include all pupils. Pupils are given opportunities to encounter people from diverse range of Christian traditions. This enables adults and pupils to consider their own thoughts and beliefs. They enjoy the weekly visits from other members of the church, worship with the vicar and the wider community who support their spiritual flourishing. Parents welcome the opportunity to share the school services held in church. This helps them to feel included in the spiritual life of the school.

Vision and School Culture

The Christian vision to be a place 'to belong' promotes positive, caring relationships between staff, pupils and families. Every individual at St Paul's is known well. The vision inspires a culture of compassion and forgiveness, which pupils embrace. When conflicts arise, relationships are quickly restored. Parents and carers feel genuinely valued and engaged. This fosters a strong sense of mutual support and trust. Leaders ensure that staff are readily available to talk to parents at the beginning and end of the day. Communication with parents and carers is consistently clear and sensitively adapted to their working patterns. This strengthens the

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partnership between home and school. Guided by the vision, senior leaders and governors prioritise wellbeing and mental health. Consequently, staff and pupils know they belong. They remain involved and committed to the school community. The '150 wishes' school project demonstrates how previous families and pupils want to give back to the school. They contribute time and connections to support the school and make the project a memorable success. Leaders create a strong team culture where staff feel valued. They encourage staff to stretch themselves and take up further training to develop their skills and careers.

Vision, Justice and Responsibility

The school actively promotes justice and responsibility. These values run through the curriculum, collective worship, displays and learning resources. Themed weeks allow pupils opportunities to explore issues of justice more deeply. This helps them reflect and develop further understanding. Pupils grow in confidence and develop a strong sense of responsibility which enables them to treat each other well. Leaders and staff nurture through compassion. A buddy system is established where older pupils are encouraged to look after and support the younger pupils. There are also a wide range of responsibility roles within the school, all modelled by staff. The curriculum offers experiences to empower pupils to initiate their own projects. They are made aware of current affairs and issues in the locality and are supported to find ways to help. As a result, pupils have arranged to play boardgames with elderly community members and raised funds for specific animal charities. The school has an award which recognises advocacy. One pupil who was recently awarded it spoke out about disability in the community. Pupils passionately explain how their actions or donations have positively helped others. They believe and see that they can make a positive difference.

Religious Education

RE has a high profile and pupils enjoy learning about different beliefs. The curriculum is well sequenced and enthusiastically led. It reflects the school vision and meets pupils' needs, enabling them to flourish. Books show the range of opportunities pupils have to develop their knowledge of world religions. Pupils speak enthusiastically about RE, recognising how it helps them to understand different faiths and worldviews. Everyone's voice is heard and respected. They make connections between practices and beliefs. A detailed, progressive curriculum gives pupils a secure knowledge of Christianity. Visits to Christian places of worship, alongside input from local chaplains, enhance understanding of Christianity as a diverse and global faith. However, the curriculum needs enriching to support and develop pupils' knowledge and understanding of a wide range of religions and worldviews. RE is well resourced, and staff undertake regular training to remain informed about current developments.

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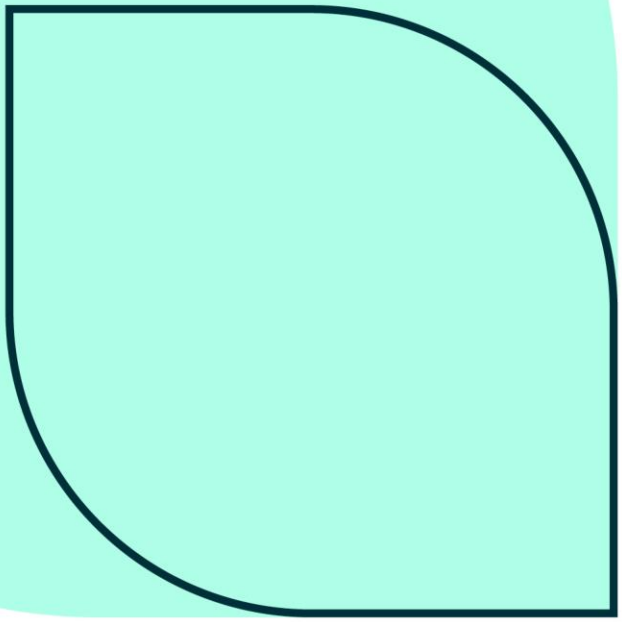
Information

Address	St Paul's Terrace, York, North Yorkshire YO24 4BJ		
Date	12 March 2026	URN	121474
Type of school	Voluntary controlled	No. of pupils	173
Diocese	York		
Headteacher	Charlotte Hughes (Acting)		
Chair of Governors	Tom Mitchell		
Inspector	Helen Lever