

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Helen's Church of England Primary School

Vision

'Excellence, enjoyment and achievement together in a nurturing Christian Community.'

They will soar on wings like Eagles – Isaiah 40:31

Our vision is something that motivates and inspires us and keeps us focused on where we want to go as a school. Our vision calls us to rise in hope, strength and faith- enabling every member of our community: the children, staff, parents and governors to flourish academically, spiritually and personally. We support and encourage each other to do our very best. We aim for all children and adults to be 'flying high' – soaring on wings like eagles.

St Helen'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 well-established Christian vision permeates the life of St Helen's. Its influence can be tracked in strategic decisions and daily interactions. The aspiration that everyone will be able to 'fly high' ensures barriers are overcome.
- Compassionate and determined leaders drive the vision so that it can be a lived experience. Their commitment and service to the whole school community transforms lives. Consequently, parents value the way leaders go 'above and beyond' their expectations.
- Senior leaders prioritise developing and sustaining positive relationships throughout the school community. These relationships ensure pupils, including those considered vulnerable, and their families, are nurtured and cared for. This allows them to 'fly high' regardless of their starting point.
- The Christian vision is carefully woven throughout the school's 'connected curriculum'. As a result, themes of justice and responsibility expose pupils to big, global, ethical issues.
- Pupils enjoy and value religious education (RE) which has a high profile in the school. They understand its importance in helping them appreciate and respect the views of others.

Development Points

- Develop the school's shared understanding of spiritual flourishing. This is so adults and pupils can more easily recognise, express and foster intended and spontaneous moments of spirituality.
- Sharpen governor systems for formally monitoring and evaluating RE and collective worship. This is to deepen their understanding of the impact of the vision on the Christian foundation of the school.



Inspection Findings

Vision and Leadership

Shaped by its Christian vision, St Helen's is a welcoming, supportive and inclusive school community. This well-established vision links flourishing to the language of 'flying high'. As a result, it creates a culture that recognises the unique worth and value of each individual. The vision influences leaders' decisions and actions at all levels. For example, it is reflected in strategic, long-term choices such as the federation partnership with St Mary's. It can also be seen in small daily interactions and the intentional way positive relationships are created and sustained. Consequently, pupils describe being happy, curious and excited when they arrive at school. They expect to 'fly high'. This is because leaders at St Helen's actively identify and strive to overcome any barriers to flourishing and learning. Leaders work with parents, carers, governors, staff and pupils to ensure that daily life echoes the vision and its associated values.

Vision and Curriculum

The Christian vision has been the driver for the ambitious 'brave change-makers' curriculum for Key Stage 1 and 2. It is carefully designed to connect academic achievement with issues of justice. Therefore, it challenges and inspires pupils to consider what helps and hinders others to 'fly high', extending their horizons. In the Reception class, pupils are also introduced to being reflective learners. They are encouraged to take time to pause, to experience stillness and to be immersed in nature, supporting their spiritual growth. Following effective evaluation, school leaders recognised the need to foster greater confidence and resilience in pupils. Consequently, they established a wide range of extra-curricular activities, extending opportunities available to pupils, including vulnerable pupils and pupils with special educational needs and disability (SEND). After school clubs include sport, music, cooking and crafts, which support pupils' personal development. Pupils involved in the school choir enthusiastically sing solos and take part in festivals in St Helen's church. Leaders accurately talk about how the choir offers opportunity for spiritual flourishing. However, the way pupils and adults express the impact of spirituality in other contexts is limited. This is because there is not a shared understanding of spirituality to provide them with a language to do this.

Worship and Spirituality

Daily collective worship is valued by pupils who appreciate a time to be 'calm, comfortable and reflect'. It is effectively planned through considered collaboration between the school and clergy. A varied range of provision enables individuals with different needs and pupils with SEND to be included. Pupils and adults are invited to reflect on Bible stories and current day scenarios. These encourage them to consider their own actions and choices. Through this, worship provides meaningful moments for spiritual development which are further enriched through follow up activities and questions. Pupils speak enthusiastically about their involvement in Open the Book. Even when they have left the school, former pupils share what an impact collective worship has had on their lives. Adults value how collective worship has helped them, particularly during difficult times. Collective worship positively impacts the behaviour and decisions of pupils which teachers recognise and celebrate in certificates and shields. These awards are all linked to the Bible verse that inspires the vision. School leaders monitor the impact of collective worship through ongoing questions and activities. However, although governors are supportive, leading and attending some acts of worship, there is no formal governor monitoring of collective worship. Therefore, opportunities to understand and develop its impact are limited.

Vision and School Culture

The vision inspires a culture of dignity, care, respect and aspiration where pupils and adults are treated well. Inclusion procedures are carefully designed and thoughtfully implemented. For example, moments of calm or visual timetables, support individuals as well as benefitting the whole class. This lives out the Christian vision ensuring that those coming to the school will be able to 'soar on wings like eagles'. Leaders are bold and ambitious striving to ensure that the vision should be for all, without exception. Consequently, leaders and staff work tirelessly to make this a reality. Governors support this through their bold decisions on prioritising resources which benefit pupils, including those considered vulnerable. Behaviour is managed through constructive conversations leading to positive relationships which are highly valued. Pupils know that they will be



treated with dignity through 'private, quiet' conversations with teachers when situations need resolving. They understand both positive and negative behaviours will result in consequences. Older pupils support younger pupils sharing this ethos through the 'buddy' system.

Vision, Justice and Responsibility

Justice and responsibility are threaded through themes studied across different subjects. This includes age appropriate questions on topics including justice, identity and diversity. This means through their lessons and discussions pupils are consistently introduced to these issues, enhancing their understanding. A few talk about actions they have taken outside of school to raise money or litter pick. The links between pupils' learning and knowing their actions can positively challenge injustice in the world are in the early stages of development. The school looks beyond its immediate surroundings through strong partnerships with the local church community, including regular prayer space activities and after school clubs. There are also strong links with the local community and industries. For example, through local fund raising and support, part of a decommissioned plane was refurbished and relocated to the school grounds. This now provides a special space for pupils to read for pleasure. It also reinforces their 'flying high' vision.

Religious Education

RE is given a high priority in the school. Close work with the diocese ensures that the curriculum balances units of work. Consequently, pupils demonstrate a good knowledge and understanding of a range of worldviews and faiths, including Christianity. Training provided by the diocese enhances leaders' clarity on future plans for developing the subject. Pupils enjoy RE and special work is published in display books which heightens the profile of the subject. This work also provides pupils with opportunities to think through big questions for themselves. As a result, older pupils are able to appreciate the relevance of the subject and the way it extends their understanding of the diverse world they live in.

Information

Address	Greenhill, Alveston, South Gloucestershire, BS35 2QX		
Date	15 October 2025	URN	URN 109158
Type of school	Voluntary controlled	No. of pupils	207
Diocese	Bristol		
Federation	St Mary's and St Helen's Primary School Partnership		
Headteacher	Kelvin Chappell (Head of School) Julie Simpson (Executive Head)		
Chair of Governors	David Gordon		
Inspector	Deborah Helme		