

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary Redcliffe and Temple School

Vision

‘The glory of God is a human being fully alive’, St Irenaeus

Jesus said, ‘I have come that you may have life in all its fullness’ John 10:10

As a ‘fully alive’ community, we seek to provide our students with the skills, knowledge and Alive values to make their own unique contribution in the world. Rooted in our distinctively Christian faith our 15 ALIVE values drive our behaviours/attitudes as well as our strategic approach to policies and processes. Our school culture is therefore one in which our values are celebrated and used in common parlance by all students not just as words on a page/screen but in how we teach/learn, manage behaviour, restore relationships and recognise/reward our community. Our rich curriculum reflects and respects our diversity and has faith at its heart.

Using the words of Jesus we aim to bring hope through the lens of faith to all.

Strengths

- A strong, distinctively Christian vision, known and shared by leaders at all levels, drives strategic decisions in the school. As a result, students and adults, grow as individuals.
- A well planned, considered curriculum reflects the school’s vision and enables students to develop an understanding of the world in which they live. This supports them in growing spiritually through reflecting on concepts bigger than themselves.
- Relationships are strong and support a sense of hope within the school. Close work with a variety of agencies, including local churches, further supports students and adults to grow and develop. This supports them in becoming the people they are meant to be.
- Students and adults have a good understanding of justice. They identify and challenge areas of injustice in and out of school. This in turn leads to them making a positive contribution in their school community.
- Religious education (RE) is well planned and sequenced. As a result, students gain a good understanding of a wide range of religious and non-religious worldviews.

Development Points

- School leaders have not ensured that daily collective worship is enabling students and adults to flourish spiritually. Therefore, leaders must ensure that there is a daily act of worship for students in Key Stage 5. This is so that students across all Key Stages have the opportunity to flourish as a consequence of daily worship.
- Further develop a clear language around spirituality that is distinct from faith. This is so that students and adults, of all religious beliefs and none, can understand and identify how they grow spiritually.



Inspection Findings

Hope is at the centre of this large, vibrant school in the heart of the city. A distinctively Christian vision, underpinned by John 10:10, enables students and adults grow as individuals. This is because leaders know the vision well and use it to make strategic decisions. The diverse school represents a wide range of nationalities that live together as one cohesive community. 15 Alive Values, such as resilience and interdependence, provide a language that enables students to discover and achieve their ambitions. Strong leaders use the vision courageously to open horizons for their students; for example, changing the name of one of the houses due to the links with slavery and to reflect the diversity within the school. The effective governing body supports the school well. Governors have a clear understanding of the vision and are committed to seeing it lived out in all they do. They make strategic decisions based on the vision even through difficult times; for example, making changes to tutor groups to improve pastoral support.

The vision, coupled with values such as justice and respect, shapes and enriches a learning experience for students in the school. Key curriculum decisions, such as changing some content in history and texts used in English, empower learning. This is because the curriculum reflects the school's diverse community. Furthermore, each subject has a link to one or two of the Alive Values. This enables students to gain a richer knowledge of the world in which they live and begin to grow spiritually. However, how the school describes spirituality and spiritual development, distinct from faith, is not as well developed. This means that opportunities for spiritual growth are not always recognised. Teachers are aspirational for their students, using the vision to support students' learning. Students, including those with special educational needs and/or disabilities (SEND), flourish in their learning and are able to be 'fully alive' in many ways. This is because, students with SEND are involved in lessons and given the tailored support that they need. Furthermore, extra-curricular activities such as Arabic club, are carefully chosen to give students deeper opportunities to understand the wider world.

For students in Key Stages 3 and 4, collective worship is a central part of their lived daily experience. It enables these students to reflect on key themes and messages. Carefully planned acts of worship, enhance students' understanding of the world around them helping them to consider aspects bigger than themselves. This in turn supports students' spiritual growth and development. The invitational nature of worship ensures that students of all faiths and none can appreciate a moment to reflect during the day. Students value the acts of worship and understand how worship supports them in living a full life. Adults and students lead worship confidently and support others to reflect deeply. The school's chaplain, in partnership with local churches, enriches the school's offer of worship through the Eucharist and termly church services. This gives students an appreciation of the diverse nature of worship. However, worship is not a daily experience for students in Key Stage 5. As a result, the flourishing of students in Key Stage 5 is reduced.

Dignity and respect are tangible attributes within this school. Students value one another for the individuals that they are. Culture and diversity are celebrated by both students and adults, enabling good relationships and promoting safe boundaries. Reflecting on the unique nature of each individual ensures that positive mental health and wellbeing are a priority. Effective pastoral care, supported by the chaplain, contributes to students' personal development as they navigate school life. This is evident in the support offered to students in times of bereavement, as well as students affected by the race riots in Bristol. Christian Union groups, set up by students, give an opportunity to stop, think and reflect on aspects of life. They also provide safe opportunities for students



to share faith and ambitions with their peers. Buddy chaplains offer additional opportunities for those who are lonely to feel part of something bigger, through playing games and providing a friendly ear.

There is a strong sense of justice that pervades this school. The culture has been carefully crafted by leaders through the vision. Students have a good understanding of justice and take responsibility to tackle injustice. This has led to the formation of a range of student groups that look to being a voice for others. For example, school council members have tackled injustice around costing within the school cafeteria. Through their experiences in school, many students have been inspired to be part of Bristol Youth Council. This results in students making a difference both in school and the community beyond.

RE is effectively led within the school. A well-balanced and carefully planned curriculum ensures that students have a good understanding of a range of religious and non-religious worldviews. Sufficient time is given to allow students to deepen their understanding. Students have an appreciation of the importance of RE teaching and enjoy the lessons they have. RE is seen as a priority and valued by school leaders. This is demonstrated through the fact that all RE teaching staff are subject specialists. Leaders' understanding of their students' prior learning in RE shapes the curriculum, particularly in Year 7. A bespoke unit in Year 7 supports transition from Key Stage 2 to 3. This ensures that students have the necessary knowledge to succeed through Key Stage 3. All students take RE at GCSE, further embedding its priority. In addition, through a tailored curriculum at Key Stage 5, students are given some opportunities to link religious ideas with philosophical and ethical concepts. Furthermore, a number of students continue to study RE at A-Level.

Robust monitoring and evaluation indicate that the quality of teaching in RE is enabling students to make good progress in their learning. Teaching supports students' engagement and curiosity in RE. Well-planned lessons enable students to reflect on big questions. They are challenged in their views and reflect on the views of others. Assessment systems are effective in tracking student progress. Furthermore, teachers use this data well to support students in being successful learners.

Information

Address	Somerset Square, Bristol, BS1 6RT		
Date	20 and 21 March 2025	URN	109327
Type of school	Voluntary Aided	No. of pupils	1781
Diocese	Bristol		
Headteacher	Del Planter		
Chair of Governors	Stephen Brooke		
Inspector	Duncan Hutchison		