

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stoke Bishop Church of England Primary School

Vision

Believing it's Possible

Our community sits between two rivers that have historically supported growth and success. Working together with trust and passion, we learn, grow and thrive as we embrace the possibilities of life's journey: Understanding that, "Wherever the river flows, life will flourish" Ezekiel 47:9.

Stoke Bishop 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 inspires pupils and adults to become sources of spiritual nourishment and growth. This helps everybody play their part in shaping the lives of others.
- The biblical vision of the life-giving river creates an inclusive culture. The image of God's love flowing through relationships strengthens connections, helping pupils and adults to thrive and flourish.
- Collective worship uplifts the community. It inspires pupils and adults to think deeply and work well together.
- Strong partnership with the local church significantly enriches the quality of collective worship and religious education (RE). These connections help pupils feel a genuine sense of belonging and deepen their engagement.
- Pupils actively champion others. The vision encourages them to take responsibility within the school, sustaining a culture of care, collaboration and shared purpose.

Development Points

- Ensure the RE curriculum provides consistent levels of challenge for pupils. This is to make sure that the work is appropriately demanding and to enable more pupils to reflect and learn at depth.



Inspection Findings

Vision and Leadership

The Christian vision of God's life-giving presence empowers this school to make a difference. The biblical prophet Ezekiel describes the river flowing from the temple, bringing renewal. This vision shapes life for pupils and adults by inspiring members to be sources of nourishment. God's love flows through them to transform their school and the wider world. They consistently live out togetherness through belief that anything is possible. Governors are critical friends, visiting regularly to evaluate and refine the vision in action. They support and challenge leaders through their evaluation and active service. School values of grace, integrity, courage and passion reaffirm commitment to members of the community. 'Believing it's possible' has enabled Stoke Bishop to strengthen and sustain impact as a school over time. Actively welcoming new families enriches the school. Through embracing diversity, pupils feel seen, part of the vision, and they understand how they can contribute.

Vision and Curriculum

The metaphor of the life-giving river shapes the curriculum, nurturing opportunities to be curious. It intently nourishes pupils' minds through promoting collaboration and by building upon ideas. A clear model of spirituality further aids planned opportunities in lessons. Church clergy work to support leaders in bringing this model to life. For example, they make time to support pupils in discussing challenging ideas. The curriculum is based around the city, helping pupils develop identity and understanding of place. Possibility, community and spirituality drive this curriculum, enriching experiences for pupils by connecting learning to the school's Christian values. This fosters spiritual growth, and promotes a sense of purpose beyond the academic study. Adults strive for pupils to be inquisitive and seek opportunities for them to ask questions. To this end, younger pupils explore and develop questioning skills, whilst older pupils engage in debate that establishes moral foundation. Pupils value the local church art exhibition, where portraits of refugees help them become further thankful for their own lives. Such initiatives and opportunities are plentiful and contribute positively to the spiritual growth of pupils. Those facing disadvantage are prioritised for music tuition, sports coaching, leadership roles and enrichment. This boosts confidence and communication skills. Rapid intervention from skilled adults helps those who need support. Academic achievement and emotional wellbeing improve as a result.

Worship and Spirituality

Collective worship is inspirational, engaging and inclusive. It follows a familiar pattern involving hearing, exploring and reflecting. This helps pupils to focus on learning how to live out Christian values. It enables spiritual flourishing. Clergy expertise has helped staff to deliver consistent, high-quality worship across the school. Adults value both their wisdom and the relationship. An example of this is the shared creation of class worship boxes, with visuals and artefacts. This promotes engagement and pupils readily participate to explore ideas. Prayer spaces and church trails mark key celebrations, extend pupils' thinking and inspire responses to challenging questions. Pupils build meaningful connections and feel a growing relationship with their church. They know it as a special place to which they can both belong and contribute. Pupils and adults speak with passion about collective worship, where they feel part of something bigger. Here, joyful singing unites those present in praise. The power of collective worship is valued and it strengthens the community as whole.

Vision and School Culture

Through its vision, the school motivates members to work in partnership to look after each other. Pupils and adults organise events that integrate the community, encouraging living well together with the school at the centre. Adults appreciate high levels of trust and companionship offered by leaders, who promote their confidence and development. They are supported to grow professionally. Consequently, adults feel empowered to balance their work and personal life. There is strong pupil participation in facilitated lunchtime activities that enhance wellbeing. Here, pupils integrate well across year groups, enjoying provision that meets a wide range of needs. Relationships are formed, physical challenge is offered, and music and dance foster creative



development. Pupils are proud that their school promotes equality. They know and understand their responsibilities to protect this. Members of the school state that there are 'no outsiders' and they 'pick people up' when they need it. Younger pupils know they belong from the very beginning.

Vision, Justice and Responsibility

The vision enables fruitful partnerships within the school and beyond. Parents speak warmly regarding encouragement and support they have received during challenging times. Events such as the 'Culture Café' bring parents together, helping participants share their own traditions with confidence. Pupils take on leadership roles, giving opportunities for ethical choices. This develops responsibility and teaches them how to work well with others. In showing visitors around their school or by collaboratively making decisions as a school council, they flourish. The school's approach to developing spirituality enables pupils to support one another. They are committed to help others whenever they can. For example, prayer stones are used as way to ask God to further grow their voice in advocating for others. Reciprocal partnerships with a dementia charity develop responsibility for others. Pupils raise awareness of living with dementia and share in activities with visitors. The school has been recognised in an award scheme for this work, motivating pupils to take on further challenges to secure equality within their community.

Religious Education

The RE curriculum is broad and varied, designed to develop knowledge and promote reflection over time. It provides opportunities for pupils to explore diverse perspectives. Pupils feel a strong sense of belonging as the curriculum is relevant for them. Through representation of religious beliefs, humanist worldviews and varied traditions, pupils connect themselves to their learning. This strengthens their sense of identity. Leaders have worked to improve the quality and challenge within the RE curriculum. This has had some evident impact, such as identifying core knowledge for younger pupils. This helps them gain a confident and accurate understanding of world religions. For older pupils, group discussions help them to understand more complex ideas. A whole-school model supports this, where younger pupils remember 'fingertip knowledge' and older pupils progress to 'palm knowledge'. The implementation of the curriculum, however, varies and is not always consistent. The curriculum for some pupils lacks challenge. Opportunities to reflect and learn in depth are sometimes missed. Pupils understand that Christian worship follows differing traditions worldwide. Respect for difference is modelled. Pupils' enthusiasm for learning flows outward, inspiring others. By embracing possibilities, they grow and flourish.

Information

Address	Cedar Park, Stoke Bishop, Bristol, BS9 1BW		
Date	13 October 2025	URN	139505
Type of school	Academy	No. of pupils	407
Diocese	Bristol		
Headteacher	Darren Hunt (Acting Headteacher)		
Chair of Governors	James Wiggins and Sophie Summers (Co-chairs)		
Inspector	Faye Kitchen		