

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bisley Blue Coat Church of England Primary School

Vision

Love, Learn, Live as One

Community lies at the heart of Bisley. Our strong village traditions, rich heritage and close-knit relationships create a place where every child and adult is known, valued and nurtured.

Loving, respectful and trusting relationships are the foundation of all we do. Our vision is rooted in scripture and Christian theology: Love, following Jesus' call to love one another (John 13:34);

Learn, recognising education as a sacred calling that nurtures wisdom, character and a lifelong love of learning (Proverbs 22:6);

Live as One, celebrating unity, diversity and shared purpose (1 Corinthians 12:12).

Bisley Blue Coat 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

- Leaders and staff have a clear understanding of their Christian vision. This enables a cohesive culture, allowing pupils and adults to 'love, learn and live as one'.
- Collective worship is at the heart of the school community. It has a positive impact on the spiritual growth of pupils and adults and they welcome the time to come together.
- Leaders, including governors, ensure that the Christian vision underpins the broad curriculum. Pupils, including those with special educational needs and/or disabilities (SEND) or who are vulnerable, access enriching and immersive learning.
- Important partnerships with the church and external agencies enrich the life of the school. Their support upholds the Christian vision, helping people to feel loved for who they are. This confidence enables adults and pupils to face challenges and therefore flourish.
- Effective leadership in religious education (RE) ensures that the curriculum is engaging. Pupils are well-informed about a range of religions, including Christianity, and non-religious worldviews.

Development Points

- Strengthen the whole school understanding of spirituality so its development can be more effectively planned within the curriculum. This is to enable pupils and adults to explore and reflect upon their personal spiritual awareness.
- Extend opportunities for pupils to learn about injustice. This is to enable a deeper awareness of how they can take action to make a positive difference in the world.



Inspection Findings

Vision and Leadership

Through the school's recently revised vision and values, leaders have created a warm, safe and nurturing environment. Founded in 1732 and coming from a rich Christian heritage, the school manages to retain its village traditions in the modern era. Reflecting Jesus' call to 'love one another', this is achieved by placing community, love, and learning at the centre of all practice. Leaders, alongside governors, drive this by ensuring that 'love, learn, live as one' shapes decision-making, relationships, and strategic direction. This is exemplified in the way leaders actively embed the vision through curriculum development, collective worship, and daily interactions. Inclusion is a priority for leaders. They strive to get targeted help for pupils who are vulnerable. This creates a safe and focused learning environment. Staff feel empowered and supported, contributing to a positive professional culture where adults flourish. Pupils demonstrate positive attitudes, friendships and a clear understanding of how the vision guides their actions. As a result, the school fosters a strong sense of belonging where every individual is known, valued, and treated as an equal.

Vision and Curriculum

The curriculum reflects the Christian vision, ensuring pupils gain knowledge and experience opportunities to flourish. Leaders focus on the school's core values of love, respect, community and trust as curriculum drivers. This enables learning that is enriched with fun and enthusiasm to be successful. Pupils, including those with SEND, are well supported and encouraged to build their resilience and confidence. Staff regularly link learning to their Christian values. For example, during class discussions, pupils are encouraged to show respect as Jesus did to the Samaritan woman at the well. Through carefully selected texts they enable the strengthening of pupils' moral awareness. A whole-school understanding of spirituality is in its early stages. The language recently introduced has been helpful, but experiences are not planned across the curriculum. This means that opportunities for spiritual growth are limited. Staff actively promote cultural diversity throughout the curriculum, helping pupils to understand life beyond their local context with empathy and respect. Leaders enrich learning through visits, visitors and community engagement. For instance, they ensure the curriculum reflects the village traditions of blessing the wells as part of Ascension Day.

Worship and Spirituality

Collective worship is at the heart of the school. Leaders ensure that it provides regular opportunities for reflection, inspiration, and time together as a community. They implement a well-planned programme based on the Bible, the school's vision and the Christian calendar. Having a variety of leaders across the week enables pupils and adults to engage meaningfully in collective worship. Bible verses, drama and times of reflection are a few ways used to engage pupils and inspire them to reflect. They regularly discuss the school's vision and values, their aspirations and how they can help each other to be the best they can be. This is well supported by the reflection spaces created in the classes, contributing to their spiritual growth. The pupils' singing reflects the joyful occasion that worship is. The strong partnership with local clergy contributes significantly to worship and the spiritual life of the school community. For instance, church members lead worship weekly in school. Each Friday the school holds worship in church. This promotes a deeper understanding of Christian traditions and opportunities for pupils to experience and express their spirituality. Families regularly join the school at this time. Creating a moment to pause and reflect together, it emphasises that adults and pupils are part of the wider family of the Church.



Vision and School Culture

A culture of respect and togetherness flows from the Christian vision. This creates an environment in which both pupils and adults are treated well and enabled to flourish. The vision is used effectively by leaders, including governors, to promote the change in culture. The impact of this is the caring staff relationships and the focus on a shared purpose. Provision for staff wellbeing is a notable strength. Initiatives focused on wellbeing and flexible arrangements for staff are highly effective in prioritising work–life balance. Leaders use research and clear communication to make improvements. This reduces workload pressures and enhances professional development. The vision is equally impactful for pupils. Leaders have established a safe, inclusive, and nurturing environment. Pastoral support and therapy interventions ensure that pupils feel secure and cared for. Older pupils model showing kindness and caring for others. They lead lunchtime activities creating a fun and vibrant playground atmosphere. They enjoy this responsibility and see it as living out the school vision and values.

Vision, Justice and Responsibility

School leaders are highly effective in creating an active culture of fairness and responsibility. They intentionally prioritise togetherness, respect, and safety. The vision is clearly reflected in the relationships policy, where restorative practice is central. Consequently, staff are able to ensure pupils develop a strong understanding of fairness, forgiveness and accountability. The impact of this is evident when pupils share how they have used restorative justice themselves to solve issues with their peers. Within the curriculum, themes of cultural diversity and global awareness support pupils' developing a sense of social responsibility. Pupils respond enthusiastically to leading initiatives in school, including the vision and action group and worship ambassadors. They raise funds for initiatives such as toilet twinning and charities both locally and globally. However, the range of opportunities for pupils to engage with issues of injustice is underdeveloped. This means pupils' awareness of how they can take action to promote justice is limited.

Religious Education

Leaders drive significant improvement in RE through a clear, vision-led focus on curriculum development. This is in keeping with the expectations of a Church school. The rationale and structure ensure there is a well-sequenced curriculum that reflects the context of this small, rural school. Pupils build knowledge effectively over time. Leaders have accurately prioritised key subject vocabulary, which is systematically taught and revisited to develop pupils' understanding. A distinctive feature of the curriculum is the numerous questions in each topic. This approach encourages pupils to investigate, reflect and evaluate. As a result, pupils deepen their knowledge of religions and non-religious worldviews. Pupils enjoy being challenged through stories from the Bible, for instance, with the story of Daniel. Pupils explore how his faith and courage remind them of the importance of trusting God and each other. Inspired by these texts, they are able to reflect on how the Bible is relevant to their own lives. This is evident when pupils confidently share their own views and listen respectfully to those of their peers. Regular engagement with the diocese ensures that staff are informed by best practice. Leaders, alongside governors, monitor and evaluate the impact of the RE curriculum and provide feedback. They validate the continuous improvement, positively supporting its ongoing development. Consequently, pupils are active, curious learners who enjoy the subject and speak enthusiastically about it.

Information

Address	School Road, Bisley, Gloucestershire, GL6 7BE		
Date	28 April 2026	URN	115612
Type of school	Voluntary controlled	No. of pupils	48
Diocese	Gloucester		
Federation	The Federated Governing Body of Bisley Blue Coat and Oakridge Parochial Schools		
Headteacher	Sarah Broadbent		
Chair of Governors	Tim Pritchard		
Inspector	Rob Dean		