

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School, Prestwich

Address Rectory Lane, Prestwich, Manchester, United Kingdom, M25 1BP

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Excellent**

The impact of collective worship **Excellent**

The effectiveness of religious education (RE) **Excellent**

School's vision

One family: school, church, home and community. This is rooted in John 10:10, 'Life in all its fullness.'
Everyone is unique and valued: diversity is celebrated. We are all God's treasure.
Spiritual and moral growth are nurtured; everyone's emotional well-being is prioritised.
Worship enables encountering the risen Christ. We strive to reach our potential.
Developing global citizens of God.

Key findings

- Leaders, including governors, relentlessly drive the Christian vision and robustly evaluate their effectiveness as a Church school in order to achieve the best possible outcomes for pupils and adults. The inspirational headteacher leads the vision with passion and determination. This means all feel valued and cared for and are able to flourish.
- The seamless, mutually beneficial partnership between school and the church community is impressive. As a result, adults are supported to develop high quality Religious Education (RE) and collective worship. However, due to the recent pandemic, opportunities to take action in the community have been limited.
- Collective worship clearly expresses the Christian vision and is an integral part of the day. Staff and pupils are heavily involved in the planning, delivery and evaluation of worship. This allows spiritual growth and gives pupils regular encounters with the teachings of Jesus and the Bible. Pupils confidently lead prayer.
- In this highly inclusive school, all pupils and adults receive the support and challenge they need to flourish. As a result, pupils emerge as critical thinkers with high aspirations. They express a mature understanding of difference and diversity. They know they have a voice and are not afraid to challenge injustice.
- RE is very well-led and managed. As a result, staff confidence and expertise is high and RE provision is engaging, creative and progressive. The excellent practice is shared with a range of formal partnerships. Recent staff changes have led the school to review future RE leadership to maintain this quality of provision.

Areas for development

- To establish a system to ensure future leadership of RE is effective and sustainable. This will ensure the current high standards of progress and attainment are maintained.
- To re-establish and further develop community links. This will enable pupils to live out the vision and values by taking social action in the local community.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The shared Christian vision, its biblical roots and underpinning values ooze out of every pore in this school. All members of the school community are invested in the journey of its development. The Christian vision inexorably draws school, church, home and community into one family of God. They work together to ensure pupils 'love learning, love each other' and live 'life in all its fullness.' Leaders at all levels show total commitment to driving forward the vision with passion and focus. Governors have a deep and thorough knowledge of the school. They provide relentless challenge and support around the vision and values. Governors have a key role in the robust self-evaluation of their effectiveness as a church school. External expertise ensures this is rigorous and leads to further improvement. For example, a bespoke induction and mentoring policy and programme for new governors is in place.

The exceptional Christian leadership of the vision from the headteacher, and her knowledge of and passion for church schools, is inspirational. Her energy and enthusiasm engages the school in a range of innovative partnership work. This includes established links with the diocese, church schools and teacher training providers. These, in addition to a plethora of global partnerships, ensures the Christian vision has a tangible impact beyond the school gates. The effects of the pandemic limits opportunities for pupils to live out the vision in the local community. Staff receive a high level of training and support around the school as a Church school. As a result, staff flourish and teach RE with confidence and enthusiasm. This challenges pupils to address big questions and become deep and critical thinkers. The school develops effective and highly regarded Church school leaders.

The Christian vision and values underpin relationships throughout the school community. Staff and parents describe the school as a family who love and care for each other. This results in excellent relationships and high staff morale. The whole school community meets individual needs. They act as one, flourishing together. Pupils know they are loved saying, 'We are all God's treasure.' The seamless partnership with the local church is impressive. The church is deeply involved in the school's spiritual journey. Clergy are a highly visible and regular presence in school. As a result, provision for collective worship is highly developed and pupils confidently address complex spiritual concepts in RE. The school family is bolstered by strong pastoral support from clergy. Clergy work with the ethos group to plan and lead church worship. A member of the church described pupil led worship as 'live spirituality.' This includes celebrations of Christian festivals. The high number of governors from church, and their knowledge and experience, strengthens the partnership further.

The Christian vision ensures exceptional support for pupils' learning and well-being. All pupils, including those with barriers to learning and more able pupils, flourish and make good progress. Data evidences how well interventions affect outcomes. Those eligible for additional funding make good or better progress. Pupils have high aspirations and say, 'Teachers push you on, tell you how to improve and endure with you.' Leaders target resources to prioritise good mental health. Support staff receive training to lead nurture interventions. The outdoor classroom provides a calm oasis for reflection. Professional support is sourced from local charities and outside providers for pupils with complex emotional needs.

Parents are overwhelmingly supportive of the school's Christian vision. They say staff continually go 'above and beyond' to ensure their children flourish. They see school as a beacon of hope. They cite the pandemic and how school provided food parcels. Parents praise the way the school kept in contact, motivating pupils with creative remote learning. Parents say the school lives out the vision through acts of service and social action. The choir perform in a care home and pupils make blankets for the homeless. The school supports many charities. Pupils welcome opportunities to pray. Personal prayer and reflection is encouraged. Parents relate the impact of worship to pupils' spiritual development and see them spontaneously pray at home. For example, saying grace before a meal. Pupils responded to an Indian earthquake saying, 'We need to pray for our brothers and sisters.' Parents live out the vision, offering skills and knowledge. One parent uses her professional skills to advise staff on bereavement support. Others meet with staff and pupils to deepen their understanding of Islam and Sikhism.

Everyone in this school has a voice. Relationships education impacts well on pupils' attitudes to diversity. They speak eloquently about different kinds of families. They say, 'We are all different. God will accept you. You can be you.' Pupils knowledgably discuss inequality and discrimination. They demonstrate keen awareness of how all God's children should be valued. Pupils are proud of their leadership roles and not afraid to challenge injustice. Year 6 pupils instigated

a presentation to the church community around transgender issues. They say, 'It is everyone's right to hear the message.' Excellent pupil behaviour leads to harmonious relationships. They practise forgiveness and reconciliation saying, 'We need to forgive each other because it makes it easier, we can start again. The question, 'What would Jesus do?' is a recurring prompt. The eco council speak enthusiastically about being 'God's caretaker' and looking after His world.

Invitational and inclusive collective worship is valued as a time of calm and reflection. Leaders and clergy develop staff and pupils to plan, deliver and evaluate worship of the highest quality. Pupils experience many forms of worship. The regular school eucharist has a profound and moving impact on the spiritual development of pupils and staff. Many choose to receive communion or a blessing. Pupils discuss the holy trinity and say God is a father because he 'acts like a parent and teaches you right from wrong.' Pupils' response to music during worship significantly enhances the experience. Appreciation of online worship is expressed. It unites the school and church community. Collective worship explores and celebrates world faiths and festivals. As a result, pupils talk about similarities and differences between the prayer life of the Christian and Muslim faiths.

The RE provision makes the school a centre of excellence for the subject and is highly regarded by the diocese. The vision is clearly expressed through RE. It has a profound impact on pupils' spiritual development. They say, 'We know where we are on our faith journey.' Leaders lecture on RE and geography to university students and the headteacher visited Lahore for teacher training. As part of its innovative approach to making improvements, leaders are looking to develop a sustainable system for future leadership of RE.



The effectiveness of RE is Excellent

Highly knowledgeable leadership of RE enables pupils to make excellent progress. The curriculum is crafted around the school's context. Studies of Abrahamic faiths give pupils a detailed understanding of the major faiths in their community. The progressive RE curriculum builds understanding of core theological concepts. Pupils respond enthusiastically to 'big questions', becoming deeply critical thinkers. They confidently express their own beliefs and convictions. Regular engagement with text leads to a mature religious vocabulary and a deep understanding of Christianity.

Contextual information about the school

Date of inspection	07/03/2022	URN	105342
Date of previous inspection	24/06/2015		
School status	Voluntary Aided	NOR	239
Name of MAT/Federation			
Diocese / Methodist District	Manchester		
Headteacher	Sarah Jones		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The proportion of pupils with Education Health Care Plans is above national average.		
Inspector's name	Anne Barker	No.	959