

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| St Paul's Church of England Primary School, Longton | |
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| Address | Byatts Grove, Longton, Stoke-on-Trent, ST3 2RH |
| 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 | Good |
| The impact of collective worship | Good |

| School's vision |
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| <p>St Paul's is a welcoming Christian school at the heart of our community.</p> <p>We embrace, accept and celebrate all. We aspire for children to learn and live by Christian values of compassion, endurance and friendship, by leaving us as confident, resilient, respectful individuals who flourish and are equipped to overcome challenges.</p> |
| Key findings |
| <ul style="list-style-type: none"> • Leaders, including governors, demonstrate a clear, proactive understanding of the distinctiveness of Church schools. Consequently, they make wise and courageous decisions that support the flourishing of pupils and adults. • The biblically underpinned, collaboratively developed and widely shared Christian vision is deeply understood by all. It successfully impacts upon academic learning and wellbeing in this happy, harmonious school. • Moral and character development is embedded in learning and opportunities. It enables pupils to be wise and to make good personal choices. Activities to develop pupils' spiritual maturity are at an earlier stage of development. • Collective worship, thoughtfully and carefully planned, reflects and celebrates the school's Christian vision. It offers all opportunities for prayer and stillness. The evaluation of the impact of worship is underdeveloped. • The comprehensively revised religious education (RE) curriculum provides pupils with rich learning experiences. However, pupils receive insufficient guidance to make independent progress in their learning. |
| Areas for development |
| <ul style="list-style-type: none"> • Build upon the current understanding of spiritual development. This is so pupils have greater opportunities to experience moments of wonderment in their planned learning. • Develop a robust, strategic approach to monitoring the impact of collective worship. This is in order that inspiring worship further enriches the spiritual development of all. • Enable pupils to know and understand the progress they are making in RE so that they become increasingly independent and resilient learners. |



Inspection findings

Revitalised and embracing the established, biblically underpinned, values of compassion, endurance and friendship, the Christian vision supports, nurtures and empowers all. Collaboratively developed, carefully and thoughtfully shared and already deeply effective, the vision is at the heart of this good Church school. It permeates policies, decisions and practices. Energetic, inspiring and caring leaders, including governors, have clear systems to guarantee the impact of the Christian vision is effectively evaluated. Central to all decision making is the wellbeing of pupils and adults. This leads to a culture of confidence, commitment and personal resilience. Adults are supported and encouraged to be aspirational in their professional life, and to appreciate the distinctiveness of Church schools. This results in personal fulfilment ensuring that adults aim high and consequently, pupils are flourishing. Driven by the vision, leaders are successfully and quickly re-establishing strong, respectful and enriching partnerships. This includes with the diocese, local churches and the wider community. Partnerships between the school and families are increasingly strong, nurturing and affirming. Parents appreciate that staff are accessible, knowledgeable, offer constant support and, when required, effective resolutions to concerns. Parishioners enjoy reading with younger pupils and feel the welcome of the school that they champion through their presence and prayers.

Educating pupils to be kind, resilient and aspirational is at the heart of all learning. The vision driven curriculum, encourages pupils to be confident, enthusiastic, and enjoy their learning. This includes those who may be vulnerable or have additional learning or personal needs. Adults relentlessly focus on the needs of the whole child, supporting social and emotional wellbeing equally to academic success. Therefore, pupils' learning, in the classroom, and through a programme of interesting extra activities and visits, enables them to flourish. Rich music provision nurtures cultural awareness, talent and enjoyment. It supports building respectful relationships with the local community and church. Although spiritual development is not embedded in planned learning, pupils do make moral and spiritual responses. For example, Year 3 pupils expressed wonder at the feel of sand when walking on a beach. Visiting Dudley Zoo, excited awe at God's creation for some, and a debate about the ethics of caging animals for others.

Pupils deeply understand the Bible story of the Good Samaritan. Together with appreciating the school's Christian vision, this encourages generous, moral and ethical, responses to a variety of causes. This starts with helping and supporting each other through kindness and friendship and extends to ever wider communities. Pupils research, democratically select, and support a range of local, national and international groups and charities. They creatively determine how to help. This includes visits to care homes and prayers for Ukraine and those affected by natural disasters. Adults empower and join pupils in fundraising and celebrate their successes. Consequently, all engage in social action that has both immediate and lasting impact. Increasingly, pupils, through their learning, recognise, understand and challenge issues of injustice. The range of pupil leadership roles, including school councillors, prefects and eco-warriors, encourages responsibility, stewardship and maturity. This strengthens pupils' character development and prepares them for life and its challenges in modern Britain and beyond.

Relationships are a strength of this caring school with its palpable sense of togetherness. Beautiful displays, created by adults and pupils, celebrate the uniqueness of all. This powerfully captures the spirit of the school's vision in artwork such as that which speaks of the many hearts that make the school. Pupils speak of being respected and respecting others, of kindness, trust and honesty.



Adults and pupils proudly associate and work together. All are nourished and grow by the experience of valuing and appreciating each other. Pupils behave well because they enjoy each school day and understand the golden rules for creating harmony. They know how to disagree well and practice forgiveness and fresh starts. The school has Dementia Friendly School status and holds the gold, Carnegie Mental Health Award. This is testimony to the vigorous approach to supporting mental health and wellbeing. Pupils are increasingly more personally accountable and self-supporting. They can determine and improve their emotions and modify their responses. Families and pupils recall feeling the school's support, practical help and encouragement during periods of COVID related home-learning. This extended to the wellbeing of the whole family, as does the discreet support the school continues to offer.

St Paul's is a happy school, built on fulfilling relationships. There is a powerful awareness that members of the school community have different, racial, religious and cultural backgrounds. This diversity is celebrated, recognising each person as uniquely made in the image of God. This ensures that all are treated respectfully. Those joining the school, including from abroad, are quickly embraced by the community. Pupils feel secure because adults teach them how to be safe, including online. Parents appreciate the welcome and nurture their children receive, to find their niche, and let their personalities blossom.

Varied, thoughtfully planned, collective worship forms a joyous heartbeat to each day. It allows all, without compulsion, opportunities to grow in their knowledge and understanding of the Bible, Jesus and Christianity. Capturing and celebrating the school's vision and values, staff, local clergy and pupils, plan and lead memorable, worshipful experiences. The evaluation of the impact of worship is underdeveloped. Worship starts and ends with simple, but powerful, words and actions. The lighting of candles, emphasises the Christian belief in Jesus as Father, Son and Holy Spirit. Music and drama enrich the experience. The regular saying of the Lord's Prayer connects school worship with the wider Christian family. Reflection areas and the Oasis room offer additional opportunities for thinking and stillness. Pupils appreciate the power of prayer and write prayers spontaneously, confidently and frequently for the intentions of others.

Pupils enjoy their learning in RE because the appropriate curriculum, is skilfully and thoughtfully planned and taught. It captures pupils' enthusiasm, and interest. RE lessons enable pupils to build and retain their knowledge and understanding of Christianity, world religions and worldviews. Visiting speakers, predominantly Christian, bring learning to life. The subject leader supports colleagues to deliver the revised curriculum confidently. Pupils use religious terms carefully and accurately both when speaking and in their writing. They respond positively to the significant questions that RE asks of them and are encouraged to dig deeper to unearth the answers that make sense to them. Teachers accurately assess pupils' work. However, systems do not provide pupils with sufficient guidance to know and understand the progress they make in their learning.

Inspired by the aspirational Christian vision, leaders at St Paul's have caringly, re-invigorated learning and opportunities, enabling all to flourish.



| Information | | | |
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| School | St Paul's Church of England Primary School, Longton | Inspection date | 17 February 2023 |
| URN | 124227 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Lichfield | Pupils on roll | 222 |
| Headteacher | Deborah Sadler | | |
| Chair of Governors | Sandra Hearson | | |
| Inspector | Fiona Ashton | No. | 860 |