



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Chad's Church of England Primary School, Winsford	
Address	Gladstone Street, Winsford, CW7 4AT
School vision	
<p>With God's guidance and love for us, we provide a Christian family ethos, where everyone matters and all are encouraged to reach their full potential. In a welcoming, inclusive and nurturing environment, we lead everyone to a future with hope.</p> <p>'For I know the plans I have for you,' declares the LORD, 'plans to prosper you and not to harm you, plans to give you hope and a future.' Jeremiah 29:11</p>	
School strengths	
<ul style="list-style-type: none"> • Passionate leaders, including governors, demonstrate a perceptive understanding of the school's context. They insightfully articulate the vision's biblical inspiration, explaining how it mirrors and meets the needs of the community. This shapes leaders' astute decisions and actions which bring the vision to life, leading all to a 'future with hope'. • A deeply held commitment to fulfil the vision for every person seeps through the whole community. Leaders wholeheartedly advocate for all pupils to access the support they need to flourish. Consequently, this is an extraordinarily inclusive community where 'everyone matters' and all are supported to live well together. As a result, people's lives are transformed. • Pupils develop a strong sense of justice, hope and aspiration through collective worship, the wider curriculum and extracurricular opportunities. Consequently, pupils become agents of change who know they can make a difference for themselves and for others. • Beautifully crafted, invitational and innovative collective worship embodies the vision and inspires people to explore themselves, the world and Christian ideas about God. As a result, many flourish spiritually. • Exceptionally well led religious education (RE) is held in high regard by the whole school community. Leaders ensure the curriculum is broad, balanced and progressive. Creative opportunities for meaningful reflection enable pupils to think deeply about their own beliefs and ideas. 	
Areas for development	
<ul style="list-style-type: none"> • Secure a shared understanding of spirituality enabling teachers to explicitly plan for spiritual development across the wider curriculum. This is to enrich existing opportunities and support people to express their spiritual flourishing. • Formalise systems of governor monitoring in order to further enhance their evaluations of the vision's effectiveness. 	
Inspection findings	
<p>Central to this joyful and inspiring community is a vision which epitomises leaders' ambitions for every person. Leaders, including governors, demonstrate an impressive understanding of the vision's biblical inspiration and explain its meaningful connection to their community. Committed governors confidently</p>	

contribute to systems of Church school development and evaluation. However, up until recently, vacant posts on the governing body reduced monitoring capacity. Leaders astutely identify areas for development, carefully considering which actions will bring the vision to fruition for all. For example, governors radically altered the school's behaviour policy in order to cultivate the community expressed in the vision. A shared understanding of Christian teaching ensures that every decision stems from the vision and its broader biblical roots. Thus, the vision sustains every element of school life resulting in a welcoming, nurturing and aspirational community.

The school has a rich partnership with St Chad's Church which is continually deepening. A mutually beneficial partnership with Chester Diocese equips leaders to access high quality training and support for professional development. In turn, the headteacher serves the diocese on its board of education. She is also involved in re-designing the RE curriculum for Cheshire West and Chester's Standing Advisory Council on Religious Education. Through work with Manchester University's 'Local Matters' the school is researching qualities which support pupils to thrive academically. Consequently, varied yet considered strategic partnerships enable leaders to access, explore and share excellent practice.

The vision to 'provide a Christian family ethos' radiates through all relationships within the community. The implementation of the school's vision driven behaviour policy has fundamentally transformed the school's culture. It raises expectations, celebrates successes, develops resilience and supports pupils with reflective and restorative approaches. Pupils relate changes in their behaviour and mindsets to their exploration of Christian values through worship. They are well supported by empathetic staff who help them to see hope in difficult circumstances. Provision for vulnerable pupils and those with special educational needs and/or disabilities (SEND) is carefully considered and expertly delivered. Effective nurture provision, tailored support, targeted interventions and therapy sessions meet pupils' specific needs, and improve mental health. Dedicated leaders advocate for pupils and their families so they access appropriate help and resources. As a result people's lives are transformed. This is exemplified through dramatically improved behaviour, increased attendance, positive attitudes towards learning and new-found aspirations. Professional development for staff and systems to support their wellbeing and workload are highly valued. Consequently, the vision is brought to life for every person within this wonderfully inclusive community.

The vision to 'lead everyone to a future with hope' courses through collective worship, the curriculum and extracurricular opportunities. 'Window on the world' is a weekly collective worship for Key Stage 2. Expertly layered questions enable people to discuss and think deeply about current world issues and explore biblical responses. They consider the actions of inspirational people who advocate for others and are challenged and supported to make a difference. Pupils' understanding of justice develops through the rich wider curriculum into which the 'United Nations Sustainable Development Goals' are mapped. They explore issues such as poverty, gender equality, climate action, and peace. Pupils are agents of change who are equipped to have a strong voice within the school community and beyond. During the football World Cup, pupils wrote to FIFA and Prince William. They expressed their discontent with human rights violations towards migrant workers helping to build the stadium. In Year 4, pupils undertake the 'Archbishops' Young Leaders Award'. This prompted pupils to plan and run a uniform exchange supporting disadvantaged families and helping to reduce clothing waste. The well-developed school grounds and innovative approach to outdoor learning results in pupils who care about conservation. They articulate a hope for creation as well as for people. As a result, pupils develop a strong sense of justice and an ambition to make a difference in the world.

The varied wider curriculum is broad in content and diverse in its implementation. All are 'encouraged to reach their full potential' by ensuring pupils learn in a way which enables them to excel. One example of this is the access all pupils have to outdoor learning which enhances the curriculum and enthuses learners. As a result, all pupils engage with a rich curriculum which reflects the vision. Consequently, many pupils hold aspirational ambitions for the future. Christian values are regularly referred to in lessons. This helps develop pupils' moral characters. Opportunities to cultivate curiosity, wonder at

nature, reflect deeply and respond creatively are implicit to the wider curriculum. However, people don't have a shared way to explicitly talk about and plan for spiritual development. This limits the potential of these opportunities. Leaders identified this prior to inspection and developmental plans are in place to address this.

Calm yet deeply engaging collective worship illuminates the vision. Leaders, and clergy, perceptively plan worship which enriches the school's loving culture and speaks into the Christian story of hope. Consequently, people access varied worship where they encounter Jesus, explore the world and express themselves. This leads to spiritual flourishing for many that is enhanced through 'Godly Play' worship, 'I wonder...' questions, prayer and reflection. One pupil commented that prayer 'makes me feel like I have more support around me'. Worship is highly inclusive, consistently invitational and genuinely inspirational leading pupils into action. Pupils express how staff enable them to access worship in ways which help them to engage and grow. The pupil led 'Vision Group' confidently and enthusiastically lead worship during festivals and contribute to developmental vision based decisions. They treasure the opportunity to inspire others and bring the vision to life.

RE is celebrated and highly valued. It's high profile derives from leaders' expectations and people's genuine appreciation for the rich impact it has on pupils' thinking. Training, coaching and monitoring enhance teachers' subject knowledge. Utilising the headteacher's expertise, the RE syllabus has been re-designed ensuring that it is well sequenced, balanced and progressive. 'Golden threads' unifying religious ideas weave through the curriculum. This enables pupils to make connections between a range of worldviews and world faiths, including Christianity. Pupils find out about religious beliefs, ask 'big questions' and learn about faith in action. As a result, pupils have a strong understanding of religious and non-religious beliefs and practices. Creative approaches to RE are specifically designed to engage pupils of all abilities and to encourage deep thinking. As a result, RE lessons are profoundly reflective and enable people to ponder and express their own ideas and beliefs.

The inspection findings indicate that St Chad's Church of England Primary and Nursery School is living up to its foundation as a Church school.

Information			
Inspection date	10 October 2023	URN	111262
VC/VA/Academy	Voluntary controlled	Pupils on roll	180
Diocese	Chester		
MAT/Federation			
Headteacher	Catherine Speed		
Chair	Rebecca Regan		
Inspector	Ali Rice	No.	2103