

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Margaret's Church of England Primary School, Prestwich	
Address	Heywood Road, Prestwich, M25 2BW
School vision	
<p>Aim high. Never give up. Enjoy growing and learning together.</p> <p>1 Peter 4:8, 'Above all love each other deeply,' encapsulates how our school thrives. We promote a love of learning with God as our guide. Our learning environment, built on our Christian values is a place of happiness and respect, encouraging strong, healthy relationships. These relationships are our greatest strength; motivating and supporting each other to do our best.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision permeates all aspects of the school's work, enabling flourishing of pupils and adults. School leaders use it to guide decisions. • Carefully structured opportunities for reflection in collective worship nurture the school community, causing spiritual growth. • Loving relationships encourage pupils to live out the vision in the care, respect and encouragement they demonstrate for each other. They take responsibility for their actions, which prepares them well for the world beyond St Margaret's. • The school creates a culture that is inclusive, welcoming, and dignifying, with wellbeing at its heart. This enables staff and pupils to feel valued and to thrive. • The religious education (RE) curriculum is effective because leaders prioritise resources, staff training and leadership time. This ensures that pupils are equipped to explore and understand a wide range of religions and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that governors rigorously and systematically evaluate the impact of the Christian vision as the foundation for whole school improvement. • Enable pupils to recognise social injustice in the world. This will equip them to become agents of change beyond their school and local environment. • Identify opportunities that will enable spiritual development so that it becomes an intrinsic part of the curriculum. 	
Inspection findings	
<p>A mission, to love everyone including yourself, shines through every facet of life at St Margaret's. This is the school's Christian vision in action, lived out so that everyone can 'aim high' and flourish. Leaders have created a supportive, empowering culture where people feel valued and want to give their best. Everyone at the school is devoted to loving and developing each child. Parents speak warmly about how the school accepts and supports all pupils. Governors are closely involved in the work of the school. They firmly believe that love can be both joyful and enable people to face hardship and difficult decisions. Governors use the school vision to drive decision-making. This includes prioritising finances to employ a support worker because they recognise how much this role can help families. However, governors do not have robust systems in place to explicitly evaluate</p>	

the impact of the vision on pupil and adult development. Leaders accurately identify that the vision, values and biblical root could be more clearly aligned and have begun this work. Staff grow in their varied roles as a direct impact of leaders' considered investment in continuing professional development opportunities. Thorough induction processes ensure that staff new to school are well equipped to meet new challenges. Leaders at all levels are proactive in providing support to ensure the wellbeing of all staff. As a result, everyone thrives.

Pupils enjoy the curriculum at St Margaret's. Staff know that a love of learning underpins achievement and actively promote this aspect of the vision. The school provides effectively for pupils who have special educational needs and/or disabilities (SEND). Pupils describe how they support each other, and understand and accept that peers sometimes need help with learning or behaviour. Intervention and support ensure that pupils can access the full curriculum and learn well alongside their classmates. Pupils are clear that 'mistakes help you to learn better'. They are encouraged to embody the vision by loving themselves in order to grow in confidence and develop self-belief. Although spiritual development is well established in collective worship through reflection, it is not an intrinsic part of the school curriculum. A range of activities designed to enhance learning, including visits and visitors, enable awe and wonder. However, spirituality within the curriculum is not identified by leaders, so some opportunities for promoting spiritual growth are overlooked. The curriculum includes times for pupils to encounter diversity, such as when studying a range of artists. Pupils succeed academically because of high expectations and the encouragement to 'aim high' now and for the future.

Collective worship is a valued time to come together. It is warm and welcoming, a moment of stillness in a busy day. Pupils are invited to pray and sing, and many take the opportunity. Leaders plan worship shaped by the vision to promote pupils' understanding of the associated Christian values. The symbolic use of a mirror to reflect, a window to view the world and a door to consider choices is encouraging pupils to develop spiritually. Reflective areas in classrooms and outside invite pupils to extend reflection and prayer beyond gathering for worship. Pupils state clearly that they appreciate the chance to use these opportunities and several do. The ethos team regularly evaluate worship and contribute to future developments through their observations. The school leads regular services in St Margaret's Church, enabling pupils to experience formal Christian traditions. Despite being without a vicar recently, there is a strong bond between the school community and the church. All pupils have the opportunity to lead worship, which builds their skills and confidence. Pupils relish worship delivered by their peers because they identify closely with the ideas and thoughts presented. Collective worship has a significant, positive impact as it enables considerable spiritual growth.

Positive relationships are at the very heart of the school, fostered by the loving care promoted by leaders. Pupils see this in the staff and emulate it in their interactions with each other. The behaviour of most of the pupils is exemplary. They speak politely and conduct themselves well. The Christian value of forgiveness underpins pupil interactions, and behaviour management is founded on positivity. Staff deal quickly and effectively with any incidents of bullying. Pupils engage well with learning about 'my happy mind' and use the strategies they learn to support good mental health. During challenging times, pupils and staff draw on the love they experience in school to support their wellbeing.

The Christian vision shapes a culture where everyone recognises the balance between their personal freedoms and their responsibility to love others. Pupils celebrate diversity and understand that the Christian values they embody are for everyone. People are treated fairly. Pupils have opportunities to develop leadership skills when Year 6 support their Reception buddies, in the school council and as playground leaders. Such experiences enable them to blossom personally, socially and emotionally. Pupils regularly choose to collect for the local food bank, or to support Wood Street

Mission, a charity helping families. They also take action through litter picking. Pupils see that people need support through charity work and are creative in their ideas for raising money. The school engages with work during Black History Month and teaches about racism and social injustice. This work is beginning to enable pupils to consider the actions of those in the past who fought for change. However, their knowledge and understanding is limited. Pupils are not confident in recognising injustice, or knowing how they can make a difference beyond their immediate school environment. The school is in the early stages of encouraging and equipping pupils to become agents of change.

RE enables pupils to achieve well because learning is carefully sequenced, with a good balance of different faiths and worldviews. In their thorough evaluation of the curriculum, leaders accurately identify that learning should be creative and engaging. Through incisive action, using considerable subject expertise, they modify units of work to ensure pupils are immersed in learning. Strong links with the diocese, including access to the RE Leader Hub, enhance the subject. Pupils feel comfortable and included in RE and are quick to explain their respect for people of all faiths and none. They are proud of their comprehensive knowledge of a range of religions and cite RE as a favourite subject. Knowledge of Christianity, especially Bible stories, is less well developed. Regular monitoring by the RE leader and link governor drives continuous improvement. The subject's high profile ensures leaders invest in professional development. The result is effective RE steered by the school vision, enabling pupils to 'aim high... to do our best.'

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

Information			
Inspection date	9 November 2023	URN	105323
VC/VA/Academy	Voluntary controlled	Pupils on roll	235
Diocese	Manchester		
MAT/Federation			
Headteacher	Hannah Whiteside		
Chair	Joe Spademan		
Inspector	Melanie Barratt	No.	2104