

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School, Royton	
Address	Hindle Drive, Royton, Oldham, OL2 5LU
School vision	
<p>'In Jesus, together we Grow, Love to learn, Shine and Make a Difference'</p> <p>'I am the vine and you are the branches. If you remain in me and I in you, you will bear much fruit...' John 15: 5</p> <p>St Paul's is an inclusive, welcoming family community where Love, Peace and Joy are at its heart. We want our children to be confident, creative and independent learners who are inquisitive to explore with awe and wonder. Through the Fruits of the Spirit we encourage our pupils to be: positive and respectful and show resilience within a climate of social diversity; proud of themselves and others and actively involved within the local and wider community.</p> <p>St Paul's embraces the combined trust of the whole community to nurture, grow and flourish together as we prepare our children for a better future.</p> <p>"He took the seed of the land and planted it in a fruitful soil; he placed it beside many waters...that it might bring forth many branches and that it might bear fruit..." (Ezekiel)</p> <p>"Be the good soil" Mark 4:1-20</p>	
School strengths	
<ul style="list-style-type: none"> As a result of the deeply embedded Christian vision, St Paul's is a highly inclusive and nurturing school. The impact of this is that everyone flourishes because they know they are valued and cherished as a child of God. The curriculum design is adaptive and there are exceptional facilities for children with additional needs. This is pivotal in enabling the vision of allowing all pupils to learn, grow and shine. There is a strong emphasis on wellbeing. This, along with leaders' determination to ensure that every adult and pupil can succeed, is exceptional and is transforming lives. As a direct result of this, everyone thrives. Collective worship is a strength of the school. The creative and inclusive way in which it is planned means that everyone is offered opportunities to reflect. Consequently, the impact of worship inspires both adults and pupils to take action. Religious education (RE) is well led and is taught in a creative way. Pupils speak confidently about a range of world religions, demonstrating high levels of respect for difference. 	
Areas for development	
<ul style="list-style-type: none"> Develop a shared definition and understanding of spirituality. This is to deepen adults' understanding of spiritual development and further enhance pupils' spiritual growth. Review assessment systems to align with the revised scheme of work so all pupils continue making good progress in RE. 	

Inspection findings

St Paul's Christian vision permeates every aspect of school life and drives leaders' strategic and day to day actions. The love and care the school family show towards one another is deeply embedded. Reflecting the vision of flourishing together, there is a strong sense of empowerment. Leaders identify potential in everyone, motivating both adults and pupils to achieve their potential and to shine. Monitoring and self-evaluation by the governing body indicate ways that the vision is impacting positively on outcomes for pupils. Staff feel encouraged to grow and link this directly to the impact of the vision. Leaders are highly reflective and recognise the need to keep learning. They attend training and work closely with the diocese. Leaders are driven by a deep sense of servant leadership. They want to make a difference and as such share their expertise with other schools. In addition, the headteacher supports the local church who are in vacancy. This includes leading the Christingle service. As a result, the impact of the Christian vision reaches beyond the school community.

A culture of hope along with an inclusive learning environment and excellent pastoral care enables all to thrive. Leaders have developed a progressive and adaptive curriculum in order to meet individual needs. Bold decisions such as employing a non-teaching special needs co-ordinator ensure the early identification of additional needs. To reflect the values of the fruits of the spirit, each class is named after a flower which links to a Christian value. The additional resource provision is known as The Vine. The vine imagery suggests something which requires more attention to grow but is equally as rewarding as any other plant. The Vine provides a bespoke environment in which pupils with additional needs, specifically autism and speech and communication difficulties, flourish. An abundance of holistic opportunities including art and music therapy support the whole child. High ratios of skilled staff are employed to equip pupils with the knowledge and skills they need to succeed. This has led to significant progress for some pupils who have now joined the mainstream school. One parent described how the school had 'changed our family's life' by helping them overcome what they had considered insurmountable challenges.

The vision of a welcoming family community drives the school's focus on wellbeing. The headteacher offers all staff a time known as 'time for you, time for me.' This provides an opportunity for everyone to have dedicated time with the headteacher. Staff value this and it demonstrates the high level of trust adults have in one another. Continuing professional development and coaching have a high priority. Consequently, staff describe St Paul's as a place where the vision of being nurtured and valued is truly lived out. Pupils enjoy coming to school. A trauma informed approach means that there is an unwavering consistency in dealing with behaviour. This, along with a deep sense of peace, means that pupils know they will be forgiven if they make mistakes.

Pupils have plentiful opportunities to be leaders. Groups, including the diversity group, have a powerful and active voice. The school is proud to have achieved an award as a direct result of their work around diversity. Pupils talk eloquently and sensitively about inclusion and diversity, with one pupil explaining 'everyone has the right to be who they want to be.'

Collective worship is thought provoking and supports the spiritual flourishing of all. The vision and associated values are the clear driving force behind the way in which collective worship is planned. Worship is highly inclusive, with everyone invited to participate without obligation. For example, leaders invite individuals to 'turn this prayer into your own.' Music plays a pivotal role in worship: pupils and adults joyfully immerse themselves in singing various traditional and modern songs. A range of visitors and the pupil prayer group lead worship. Despite being in vacancy leaders have maintained a strong relationship with the local church. Each one describes the other as 'part of their family.' All members of the school community value worship and the opportunity to take time to reflect on life's big questions. Pupils enjoy the creative way in which worship is delivered and their

responses to questions are carefully considered. Worship sometimes focuses on discussions around local, national and global issues. This encourages pupils to think about how they challenge injustice or make a difference. The impact of worship ranges from making bird boxes for the local community to fundraising for clean water for developing countries. Reflective areas in classrooms and outdoor prayer benches provide pupils with space to pray or to be quiet. Staff value the opportunity to come together each week for a time of reflection and to share their staff prayer. These are compelling examples of how this community is one that consistently watches over one another in love. Opportunities for spiritual development are clearly valued and most adults can explain what spirituality means to them. However, there is not a shared definition of what it could mean for St Paul's. Consequently, intrinsic opportunities for spiritual development across the curriculum are less developed.

The school's creative and inclusive approach to RE means all pupils have good understanding of various world religions and worldviews. Pupils enjoy a variety of creative experiences including drama and music. Reflective leaders identified the need for deeper teaching around other world religions and now hold an annual inter-faith week. This provides an opportunity for each year group to explore a different world religion. This enables pupils to discuss their individual beliefs while developing a deeper understanding about how people of different religions worship. The experienced co-ordinator uses weekly monitoring to ensure teaching is effective and that all pupils are making good progress. A coaching model reflects the school's vision of nurture and growth and results in staff who feel confident in teaching RE. Pupils use floor books to record their learning which means that not all pupils' written work is evidenced. Leaders have recently introduced an additional individual reflection book which helps them to assess the impact of teaching for individuals. A new scheme of work is due to be introduced. Leaders have correctly identified the need to ensure that their current bespoke assessment system aligns with the new scheme.

The school logo for St Paul's is a tree. When trees are planted in good soil they grow and produce fruit. Those who are part of St Paul's community are like the seeds planted in the good soil. Because they are provided with the nourishment and strength they need, they not only grow but thrive.

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

Information			
Inspection date	22 November 2023	URN	131848
VC/VA/Academy	Voluntary aided	Pupils on roll	236
Diocese	Manchester		
MAT/Federation			
Headteacher	Hilary Henderson		
Chair	Janet Wright		
Inspector	Joanne Hyslop	No.	972