

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

East Crompton St James Church of England VA Primary School	
Address	St James Street, Shaw, Oldham, OL2 7TD
School vision	
<p>All members of our school community to be equipped to serve in God's world and live life to its fullest.</p> <p>'Encourage one another and build each other up'. Thessalonians 5: 11</p>	
School strengths	
<ul style="list-style-type: none"> • The renewed Christian vision encapsulates the school's values. It sets out the ambition for all to serve in God's world, living life to the full. • The school actively provides tangible compassion and care. It is characterised by a strong focus on wellbeing for pupils, staff and families so that they flourish. • Pupils with special needs and/or disabilities (SEND) are well supported. There is an effective focus on working with families and removing barriers to enable success. • The curriculum is built around the school's values. This provides opportunities for pupils to reflect on and engage with them. As a result, this leads to positive behaviours and respect for each other. • The relationship with the local church is mutually beneficial. It supports the sharing of collective worship that is inclusive and invitational. This helps pupils to live out the values in their lives within and outside school. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a strategic approach for leaders, including governors, to evaluate the impact of the Christian vision. This is to ensure it is deeply embedded, strengthening East Crompton St James' growth as a church school. • Secure with adults and pupils an agreed understanding of spirituality. This is to help them maximise opportunities for spiritual flourishing that exist within the curriculum and collective worship. • Strengthen opportunities for pupils to develop a deeper understanding of world faiths and non-religious world views. This is to broaden their understanding of a wide range of beliefs and viewpoints. 	
Inspection findings	
<p>The school has recently renewed its Christian vision. In doing so, leaders have placed the needs of the community it serves at the forefront. Christian values, which permeate the curriculum, are a focus in worship. They are lived out in relationships and have a high profile. These values provide guidance as to how adults and pupils 'serve in God's world and live life to its fullest'. They shape how the community live and learn together and 'encourage one another and build each other up'. School</p>	

leaders worked with the diocese to develop the vision. This relationship plays an important part in the church school improvement journey. Governors are active in the life of the school, providing support and challenge, with the community at the centre of decision making. However, there is limited evidence showing how the impact of the vision is monitored. Evaluation is not embedded. There is no formal understanding of the impact of the vision on the flourishing of all.

The curriculum is designed to encapsulate the vision and values, encouraging pupils to take responsibility for their own learning. This creates positive conditions for progress. It does this by prioritising good mental health and wellbeing, alongside the content of lessons and how they are taught. Philosophy for children (P4C) sessions effectively provide opportunity for pupils to think about life's big questions. It enables pupils to experience agreeing and disagreeing well. This develops their informed views on important matters, including world events. Pupils recognise the breadth of opportunity provided in the school's curriculum, for example, working with an artist in residence. Pupils' engagement in lessons which are developing a love of learning, is exemplified in the building. Quality examples of work recognises and celebrates the effort as well as the outcome for pupils at different levels. There is a proactive approach that ensures the Christian values are lived out through the curriculum. This is in the way the curriculum is delivered and how pupils respond with their peers and teachers. Wider opportunities such as forest schools and residential visits, promote living life to the full. However, spiritual flourishing is not capitalised upon. This is because there is no clear definition understood or articulated of what it means in the school.

Local clergy work closely with the school on collective worship and are integral to developing its rhythm and profile. It is recognised as an important opportunity to come together. Pupils and staff champion the Christian values. It helps them to shape their part in the school community. Leaders ensure time is prioritised for worship with recent changes to the school day giving it greater prominence. Stories from the bible and examples of the life of Jesus are used to bring the values alive. Pupils are involved in the organisation of worship, actively making the physical space welcoming. Their roles also include taking part in stories, reading from scripture, and inviting everyone to share prayers. Worship is valued as a time of coming together with common purpose and sharing something special. Organisations including 'Ground Breakers' and 'Bible Encounters' add to the inclusive and invitational programme. Parents join the children and staff for worship. This is in school and at the numerous shared services at church throughout the year. They highlight that these are special times and strengthen the sense of community. This comes from the way in which the school celebrates and promotes how people live together. Rewarding the choices pupils make, as well as their academic achievements, is treasured. As a result, pupils recognise the importance of good values in themselves, living these both inside and outside of school.

Relationships are strong. There is a deep commitment to wellbeing and good mental health. The school has a strong track record of professionally developing staff. Leaders provide space and time for adults. They recognise and respond to challenges people have in their lives. Support for staff is personalised and a Christian approach to finding a way to help flourishing is taken. There is a deep commitment to enabling pupils to live life to the full. This is demonstrated in the depth of the pastoral support. The school has adopted a family centred approach to the provision for SEND, good mental health and wellbeing. Highly qualified staff support pupils with specific programmes. These are adapted for individuals, focus on help in the short term and provide strategies for the longer term. Parents and carers voice is recognised as being integral to decisions and actions taken for their children. The school values its relationships with partner agencies, working together in the interests of families. The way in which the school works, creates a culture in which pupils and adults are treated well. Pupils personify this and explain that 'it is important we understand each other and include everyone'.

Leaders are committed to removing barriers and ensuring there is equity. Where appropriate,

support is given with uniform and funding for trips including residential visits. Access to breakfast and other clubs is made possible as part of the commitment to equality of opportunity. The curriculum includes themes on people who fought for justice and P4C enables pupils to be agents of change. This provides meaningful opportunities to raise awareness of injustice and fairness. An example of taking the initiative includes writing to the prime minister about animal cruelty. Many pupils have responsibilities, including as 'Prefects', 'School', and 'Eco Councillors' and as 'Ambassadors' for Tia the 'Therapy Dog'. However, pupils are at an early stage in becoming courageous advocates.

Pupils are positive about RE and talk confidently about the range of opportunities within lessons. This includes literacy skills, technology, drama, artwork, discussion, and debate. Consequently, RE lessons are engaging and varied. RE has a high profile on the timetable. Marking is consistent and feedback helps pupils to improve. The quality of RE teaching is effective in enabling pupils to make progress in their learning. Where support is required, adaptations are made. For example, approaches to recording ideas of those less confident has been developed. This enables pupils to take part in lessons, share their thinking and make valuable contributions. Leaders have correctly identified the need to provide a greater balance in the curriculum. This is being addressed through the implementation of the new diocesan syllabus and engagement with the adviser. However, at present opportunities for pupils to develop a deeper understanding of world faiths and non-religious worldviews is lacking. Therefore, the curriculum is not providing opportunities for pupils to acquire the knowledge and understanding to fully engage with a wide range of beliefs and viewpoints.

The inspection findings indicate that East Crompton St James Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	4 March 2024	URN	105710
VC/VA/Academy	Voluntary aided	Pupils on roll	183
Diocese	Manchester		
MAT/Federation	Dove Shell Federation		
Executive Headteacher	Adam Laskey		
Chair	Kathryn Jackson		
Inspector	Paul Bowlas	No.	2200