

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Saviour Church of England VA Primary School, Ringley	
Address	Fold Road, Stoneclough, Radcliffe, M26 1EU

School vision
<p>Striving for excellence whilst caring for all. This is based on Philippians 2:4. 'Do not merely look out for your own interests, but also the interests of others.'</p>
School strengths
<ul style="list-style-type: none"> • The school's Christian vision is rooted in the Bible and underpinned by Christian values. It is promoted and lived out by the school community, who flourish as a result. • The broad curriculum provides a wealth of opportunities for spiritual development and gives pupils a mature understanding of equality and diversity. • The way the vision and values are lived out in school results in mutually supportive and caring relationships. This creates a culture in which the wellbeing of pupils and adults is enhanced. • Leaders have formed and utilised productive partnerships with local church communities. These enrich collective worship provision and result in pupils' spiritual growth. • Subject leadership of religious education (RE) is effective. Curriculum planning and clear systems of monitoring and assessment result in pupils gaining a sound understanding of Christianity.
Areas for development
<ul style="list-style-type: none"> • Enhance the depth of understanding of major world religions through embedding the new RE curriculum. • Extend opportunities for pupils to be agents of change beyond the school community. This is in order to strengthen the way pupils are enabled to actively challenge injustice.
Inspection findings
<p>St Saviour sits at the heart of a tightly knit community. Leaders have developed a Christian vision which is pertinent to the needs of the school. This is proudly shared by pupils and adults and reflects the aspirations of leaders. A 'vision tree' demonstrates how the vision is robustly underpinned by Christian values. These are lived out and drive the life of the school. Highly relevant biblical roots cement the vision.</p> <p>Leaders, including governors, know their families well and rigorously evaluate their work as a Church school. The vision supports them in making strategic decisions to ensure all are able to flourish. As a result, pupils are well prepared for key transition points and staff are encouraged to develop and progress.</p>

The vision has resulted in a broad and vibrant curriculum which enables all to progress and succeed. Parents and carers speak highly of the way pupils with special educational needs and /or disabilities (SEND) are welcomed and nurtured. Early and bespoke interventions and gentle inclusion result in these pupils flourishing both emotionally and academically. Pupils discuss how the vision encourages them to try their best, work hard and succeed.

The rich curriculum provides a wide range of opportunities for spiritual development. Active involvement in a sport cluster allows pupils to challenge themselves and strive for excellence physically. Outdoor, adventurous visits build confidence and resilience and allow pupils to experience the awe and wonder of the natural world. Beautiful artwork displayed around school and a commitment to music provision evidence the creative ways pupils express themselves. As a result, pupils gain a gradually deepening spirituality as they move through school.

Collective worship is a daily expression of the vision and values. Pupils link these values to events in the Bible, for example they relate forgiveness to the Easter story. Worship is valued as a time of calm and reflection. Faith breakfasts, led by a church member, enable staff to reflect on their own spirituality. Pupils speak about the helpfulness of prayer. They say it gives them hope and 'lets us tell our thoughts to God.' They discuss how prayer can be used to ask for help or to pray for the sick. Pupils enjoy contributing to worship and lead class assemblies for their families. Consequently, worship enables adults and pupils to flourish spiritually.

In this outward facing school, a range of established partnerships greatly enrich the experience of pupils. The willingness to engage with a number of local church communities leads to a varied diet of worship provision. The close proximity to the Anglican church enables visits to celebrate Christian festivals including Christmas and Harvest. Worship, led by a member of the church, teaches pupils about the act of the Eucharist service. Involvement in the 'Children Changing Places' project sees younger pupils benefitting from 'Wiggle Worship.' Older pupils enjoy lively worship led by representatives from different denominations. This provides varied opportunities to deepen spirituality.

The Christian vision ensures all are cared for. Staff and parents speak about the 'family feel' and sense of teamwork at St Saviour. They know they can approach leaders in times of difficulty and feel well supported. The uniqueness of all is recognised and celebrated. Consequently, staff feel valued, ambitious and inspired to thrive. Leaders recognise the importance of wellbeing and ensure positive mental health is a priority. Pastoral support systems identify vulnerable pupils, who recognise the trusted adults they can speak to. The 'Listening Ear' project provides a therapeutic service for pupils needing emotional support.

Pupils are happy in school. They describe it as 'one, big family' and say the vision encourages them to look after each other. As a result, their behaviour is exemplary and relationships are strong. Parents value the 'buddy system,' which demonstrates the vision in action. Older pupils mentor new starters to Reception class. They build relationships, eat together and accompany each other on school visits. This results in a settled transition to primary school and a sense of care and responsibility in the mentors.

The vision inspires pupils to serve their neighbours and impact positively on people's lives. The school choir performs in the community to raise funds for a local hospice. Pupils show respect for fallen soldiers at an annual act of remembrance. They create poppies for a display at the village bridge. Food is collected at Harvest and donated to a food bank. This commitment demonstrates the ways pupils improve the lives of people in the local community. Pupils challenge inequality by raising funds for the 'Tibet Relief Fund' to educate a child overseas. The school 'Tribe' system allocates pupils to groups and offers them all a voice. The 'environmental tribe' lead litter picking

and recycling activities. They discuss the importance of conserving water. This evidences how pupils live out the vision by caring for the natural environment.

The Christian vision gives pupils a deep understanding of difference and diversity. They express the importance of equality, not judging and ‘treating others as you want to be treated.’ They discuss different kinds of families with confidence and maturity and demonstrate empathy for those suffering injustice. Opportunities for pupils to use courageous advocacy skills to instigate change are less developed. This limits the wider impact of the courageous advocacy skills they gain in school.

The vision ensures the RE curriculum is effective. The curriculum is well sequenced and results in pupils demonstrating a sound knowledge of Christianity as a global living faith. From entry, pupils progressively build up their knowledge of Bible stories. Younger pupils explore the parable of ‘The lost sheep’ through art activities. Pupils seamlessly link miracles in the New Testament to their school vision and values. As they move through school, critical engagement with text and exploration of Christian concepts, for example, creation, deepens understanding. Exploration of Christian festivals, for example, Easter, highlight key events in the Church’s calendar. Older pupils consider the concept of God as father saying, ‘He watches over us, forgives us, takes care of us.’

The quality of teaching in RE is good. Effective leadership in RE ensures that teaching leads to pupils making steady progress. Clear assessment systems evidence this, as does a structured system of monitoring and evaluation. These effectively identify areas for improvement in RE. Multi-faith weeks and visiting speakers give pupils some understanding of major world faiths. However, teaching of world religions and worldviews is currently underdeveloped and this limits pupils’ knowledge. Engagement with the diocese and membership of a local RE hub positively impact on subject leadership and RE provision. Staff, including those who are new to the school, are well prepared to deliver the curriculum.

The inspection findings indicate that St Saviour Primary School is living up to its foundation as a Church school.

Information			
Inspection date	4 March 2024	URN	105248
VC/VA/Academy	Voluntary aided	Pupils on roll	208
Diocese	Manchester		
MAT/Federation			
Headteacher	Jonathan Moorhouse		
Chair	Pat Roe		
Inspector	Anne Barker	No.	959