



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Pauls Church of England VC Primary School, Heathside Grove	
Address	Heathside Grove, Walkden, Salford, M28 3NZ
School vision	
<p>We value and actively promote the uniqueness of our school family and we encourage every child and adult to 'embrace life in all its fullness' (John 10:10): to uphold our Christian core values, taking every opportunity given; respecting who and what is around them and learning to make a difference.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The school's distinctively Christian vision and associated values are effective in meeting the needs of the local context. This allows each person in the school community the opportunity to flourish and live life in all its fullness.</li> <li>• The strength of lived Christian values across the school, rooted in the Christian teaching of the 'fruit of the Spirit', transform interactions at every level.</li> <li>• Creativity, through daily collective worship, overcomes the physical challenge of the school environment and ensures a strong sense of community. This leads to the spiritual growth of the school as it articulates and lives out its vision and values.</li> <li>• Prioritising the wellbeing of pupils and adults alike permeates the culture of the school. This enables all, including the most vulnerable, to flourish academically and socially.</li> <li>• A carefully crafted curriculum for religious education (RE) is deepening pupil's understanding of a range of worldviews and faiths, including Christianity. Pupils enjoy their learning and see its relevance to embracing a full life.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Further embed the school's understanding of spiritual flourishing. This is so there is a consistency of expression, and provision of opportunities, for spiritual development across the curriculum and within spaces for reflection.</li> <li>• Ensure the documentation of the school wholly reflects the centrality of the lived Christian vision. This is in order to fully celebrate the school's distinctiveness, within worship and all aspects of academic decision making.</li> <li>• Strengthen the rigour of the monitoring and evaluation of collective worship. This is so that all opportunities to encounter the Christian faith and develop spiritually are consistently taken during daily acts of worship.</li> </ul>	
Inspection findings	
<p>At the heart of St Paul's school community, there is a deep respect for one another. This respect flows from a Christian vision that is inclusive of all. It drives leaders decisions based on their conviction that all are equal in the eyes of God and entitled to 'live life in all its fullness'. School</p>	

leaders have good understanding of the context in which they serve. Growing in number over recent years, they actively respond to the evolving needs of the community. The Christian vision shapes the decisions they make, around areas such as curriculum and pastoral care. Consequently, the school is known for a warm welcome and support for all pupils, including those considered to be vulnerable.

The Christian vision raises aspirations and self-belief and drives academic flourishing. Parents recognize that staff truly know their child, understanding their uniqueness and what they need to thrive. The school vision drives improvement work on attendance. School leaders ensure that they reduce potential barriers to attending school with their innovative idea of a school dog, Molly. She plays an important role in pupils' experience, transforming their learning opportunities. Parents identify the nurturing culture within this school family as strengthening their child's engagement, including those with specific learning needs. The school's Christian values are lived out in actions, consequently, staff are quick to deal with issues, pastoral or academic. Changes to school policy draw on current research in trauma issues. This ensures those who may join mid-year settle quickly and find a place of calm and welcome. Equally, staff identify that school leaders model this care for their own wellbeing and professional development.

Training, support and secured development time mean staff are well-equipped to help pupils progress and reach their own professional goals. St Paul's is proud of its curriculum for learning. It has been carefully designed to meet the needs of the local community. Christian core values of the school are thoughtfully woven into the learning and enrichment activities offered. Subject leaders, when developing the curriculum, ensured that opportunities for spiritual, cultural, social and moral aspects were intrinsic. However, current language used to understand spirituality is inconsistent. This limits how adults and pupils are able to express the impact of opportunities for spiritual development on them.

The worship life of the school plays an important role in shaping community. In planning, school leaders have creatively overcome the physical challenge of three buildings and a school that has outgrown the hall. Blending a mix of time in year groups, classes or whole school, there is daily opportunity to be inspired by the Christian faith and develop spiritually. Strategic planning with local clergy ensures that this daily act of worship reflects Anglican traditions and wider Christian expression. They support the school in selecting relevant Bible passages which underpin wider resources used. This distinctiveness is not always reflected in plans. A recognisable pattern of worship ensures this is a special time of the day. Pupils appreciate the opportunity to learn more about Christian values. These shape their community interactions, leading to spiritual flourishing. Whilst occasions allow pupils to lead, they are keen to engage in planning of these important times more frequently. Reflection times allow pupils and adults alike to consider the relevance of Christian values and faith today. This helps shape the language with which pupils and adults talk about their school and each other. Monitoring and evaluation of worship takes place. Evidence shows this has led to impactful changes but does not address the infrequent times when events disrupt the daily rhythm. Equally, it has not addressed variance in reflective spaces to continue thinking about worship themes. Inconsistency in these aspects mean that spiritual flourishing is often limited.

The Christian vision of the school is effective in enabling pupils and adults to tackle injustice. Modelling acts of justice for the local community, adults set the example. Pupil leadership opportunities such as school council or mentors develop a strong sense of responsibility towards others. Pupils engage positively with opportunities to consider injustices such as the slave trade and environmental issues. Working with external partners in drama, pupils share their learning with others and are inspired to advocate for change. Carefully selected resources encourage this culture of responsibility towards others from the early years of school. By the end of Year 6 this is well-established. Through kindness quests, environmental groups and the Archbishop's Young Leaders Award pupils initiate change for others. They learn to make a difference. Engaging in local litter

picks and arranging a danceathon are seen as important ways to show they care. Worship time in the school inspires and affirms pupils' actions. They are encouraged to be rich in kindness and share with others.

Religious education (RE) makes a positive contribution to pupils' attitude to diversity and justice. They say it helps them, 'reach out with more respect'. Taking into account recent local and national developments in the subject, leaders have carefully crafted a bespoke learning programme. This ensures that a range of worldviews and faiths, including Christianity are studied. Pupils are beginning to identify the diversity within traditions and understand that not all worldviews are religious. They use this knowledge to tackle 'big' questions around issues such as racism and environmental stewardship. They are excited and engaged by their learning, talking with curiosity and good levels of religious literacy. Pupils do not have opportunity to encounter people or places of worship outside of the school community to enrich learning. However, they value the opportunity to learn more of the diversity and culture represented at the school during enrichment days. Effective monitoring of the new curriculum has led to improvements in progression and staff training. This ensures pupils build on previous learning and develop a variety of study skills. School leaders value this academic subject. They allow budget for quality resources and time for planning. This results in lessons that are creative and engaging. Partnerships with other local schools allow the subject lead to develop professionally. Sharing that knowledge with staff leads to pupils accessing creative and effective teaching.

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

Information			
Inspection date	13 June 2024	URN	105937
VC/VA/Academy	Voluntary controlled	Pupils on roll	385
Diocese	Manchester		
MAT/Federation			
Headteacher	Joanne Rowley		
Chair	Mark Gaunt		
Inspector	Jen McIlveen	No.	2242