

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

### St Mary Magdalene Church of England Primary School

#### Vision

We pride ourselves on being a diverse community where kindness and compassion are celebrated. In valuing all as God's children, we are committed to promoting the development of the whole child. We nurture academic habits and creativity across a range of subjects by providing aspirational opportunities to widen horizons.

The school values are: Love, Wisdom, Joy

#### Strengths

- Positive relationships rooted in love are evident in this school. This caring approach results in pupils and adults being treated well.
- The school is highly inclusive. The welcoming culture ensures pupils and adults are accepted and celebrated. Pupils are well supported in this warm loving setting.
- Whole school collective worship is a strong feature of this school. The rhythm of worship brings an understanding of scripture, faith and love for pupils and adults.

#### Development Points

- School leaders have not ensured that the Christian vision is enabling pupils and adults to flourish. Therefore, leaders must reconsider the implementation of the vision and ensure that there is effective monitoring and evaluation of its impact upon the school. This is in order that the work of the school, including religious education (RE) and collective worship, can be driven and inspired by a Christian vision for education, and that leaders know what their next steps should be.
- As a result of the lack of an effective Christian vision, leaders have not ensured that the curriculum (including spiritual development) is appropriate for the context of the school as a Church school. Therefore, leaders should establish a shared understanding of spirituality. They should then plan opportunities for spiritual development in all subjects across a vision-led curriculum, so pupils may flourish spiritually.
- Leaders have not ensured that there is a vision-driven school culture of justice and responsibility. Therefore, once the vision is known and understood, leaders should support pupils to confidently challenge injustice. This is so they may understand how they can influence and help others in their community and beyond.
- Leaders need to develop an agreed approach to prayer and worship across the school. This is to enable pupils to reflect more meaningfully and develop spiritually.



## Inspection Findings

This is a school where the values of love and care are at the heart of its work. Staff and pupils demonstrate a Christian love and as a result are treated well. School values are integral to the school's ethos. The nurturing environment fosters emotional, social, and academic growth among pupils, empowering them to thrive. Love and care at St. Mary Magdalene extends beyond emotional support to ensure an inclusive educational environment. However, the vision does not influence the work of St Mary Magdalene Church of England Primary School. Governors do not know the vision or the values of the school. School leaders do not know the impact of the vision on the school. There is not enough reference to the school vision within the school, on the website and on school documentation. The school is driven by its values and not by its vision. The recently appointed school leader is aware of the need to address these issues.

The curriculum does not reflect the school vision. The vision is not at the heart of learning, nor does it inform curriculum decisions. Spiritual development is not an intrinsic part of the curriculum. There is limited understanding of what spirituality means. Leaders are unable to explain how pupils are developing spirituality within the school. Enrichment opportunities in a wide range of subjects broaden horizons. Although they exist, they are not driven by the vision. Nor do enrichment opportunities aid pupils spiritually. The school, however, promotes aspects of the development of the whole child and seeks creative approaches to the curriculum. Teachers support the needs of pupils who are vulnerable and/or disadvantaged. This enables them to thrive regardless of their starting points. Pupils who have special educational needs and/or disabilities (SEND) receive personalised support. A range of interventions help pupils with additional needs.

Collective worship at St. Mary Magdalene's is inclusive and allows pupils to contribute with integrity. The school creatively uses a range of resources to shape whole school worship. This valued time brings pupils together fostering a sense of unity and belonging within a Christian context. The lighting of candles and use of music create a valuable spiritual moment during the day. Worship provides opportunities that stimulate thinking, with time for pupils to reflect and consider how they might respond. It inspires pupils to make a difference to others. Pupils recognise how the teachings of Jesus can help them make the right choices. As a result, collective worship deepens and enriches personal relationships. Pupils enjoy singing, which is a strength of collective worship. They enjoy the opportunities to pray and praise. A love of singing helps to promote spiritual flourishing. Recent changes to whole school worship have improved provision. Pupil worship leaders are proud to hold their positions. These roles help pupils to develop spiritually. They talk with passion of their roles and the impact it has in class worship. However, inconsistencies in the approach to prayer and worship are evident across the school. For some year groups, prayer features regularly. Pupils in one class were invited to contribute to a prayer box in the classroom. For other classes, prayer is not a regular part of the school day. Although training has been delivered by the diocese to leaders, monitoring and evaluation of collective worship across school is underdeveloped.

The school's approaches to issues, driven by love and care are valued by parents. They appreciate the patience and investments made in supporting pupils. Pupils are very aware of the school values of love, wisdom and joy. They are able to illustrate what the values mean to them. Pupils ably understand their duty of 'loving our neighbour as ourselves' and act appropriately. A clear sense of unity permeates the school community. Staff talk of being part of a family. They are treated well. Determined to go above and beyond, staff support pupils academically, emotionally



and socially. Carefully thinking about the mental health of its staff, leaders have developed innovative approaches to lessen workload. Subject leaders invest time in working alongside colleagues to aid their professional development. The school benefits from being a member of West Bromwich North community of schools. Further links with specialist settings enable the school to offer tailored guidance to pupils.

Although the school acts in a Christian manner in the support of others, actions taken are not directly as a result of the school vision. Neither are they informed by an understanding of justice and injustice. Pupils verbalise the importance of treating others with care. Led by staff, pupils have had the opportunity to make a difference to a range of worthy causes and charities. Pupils are keen to support others in need. However, their understanding and experiences are limited. Leaders enable pupils to take responsibility at different levels. The roles of eco-warriors, wellbeing champions, school councillors and digital leaders allow pupils to take a leading part in the life of the school.

Recent changes to RE have resulted in a curriculum which is well-structured. The school has received helpful guidance from the diocese resulting in an RE curriculum which is appropriately balanced. This aids pupils in progressively extending their knowledge. Pupils talk passionately about their learning in RE. They are rightly proud of their work. Creative and thoughtful learning activities are evident in pupils' work which secures understanding. For example, the school enhances the teaching of RE through art, drama music and other subjects. Pupils' designs of a multi-faith room through to the concept of a tree of qualities deepens their thinking. Training has effectively enhanced staff knowledge. Pupils have a growing understanding of core religious terms. The subject is well resourced. Although there has been some monitoring of RE, which is beginning to identify issues, it is not sufficiently regular. Inconsistencies in provision and quality of pupils' work are evident across the school.

## Information

Address	Stanway Road, West Bromwich, West Midlands B71 1RP		
Date	17 January 2025	URN	103989
Type of school	Voluntary Controlled	No. of pupils	232
Diocese	Lichfield		
Headteacher	Ann Robinson		
Chair of Governors	Vacant		
Inspector	Shaun Miles		