

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

### St Mary's Church of England Primary School

<b>Address</b>	Oldham Road, Rochdale, OL11 2HB		
<b>Date of inspection</b>	18 October 2018	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	Manchester	<b>URN</b>	105804

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

St Mary's has 204 pupils on roll. The school has a significant number of pupils from diverse faith and cultural backgrounds with 13% speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages. The headteacher took up post in 2017 and the deputy headteacher and SEND co-ordinator joined the school in 2018. The parish is in the process of appointing a new priest.

#### The school's Christian vision

Rooted in God's word we inspire, enthuse and encourage our children; providing rich and varied experiences and weaving Christian values into everyday life. In doing so we are providing firm foundations for future success. Based on Proverbs 22:6

#### Key findings

- The distinctive Christian vision of the school is apparent across all aspects of school life. It informs financial decisions, key policies relating to the well-being of pupils and the excellent relationships between all members of the school community.
- In this multi faith and socially diverse school community, pupils demonstrate strong global companion links every day. Befrienders and Young Interpreters from each class actively support their friends who are new to the school or to the United Kingdom.
- The focus of the Christian vision on providing firm foundations is apparent in the support given to vulnerable pupils and those with additional needs. As a consequence, pupils make at least good progress.
- Pupils know that the teachings of Jesus and the stories in the Bible help people to live good lives. Religious education (RE) and thoughtful collective worship make a significant contribution to this understanding.

#### Areas for development

- Clarify the relationship between the vision and mission statements. This will ensure that the school's purpose as a church school is explicit and clearly understood.
- Develop a shared understanding of spiritual development at St Mary's that can be woven into the school's wider curriculum. This will support the spiritual growth of pupils and adults.
- Review the structure of daily worship to support all pupils in understanding it as a time when they can listen and respond reflectively to Bible stories and themes being explored.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The school's explicitly Christian vision is fundamental to all aspects of life at St Mary's. Its impact is evident in the commitment of senior leaders and governors to rooting everything that is done in God's word. The education provided is one of inspiration, enthusiasm and encouragement where Christian values are skilfully woven into everyday life. Staff are excellent role models and demonstrate purposeful relationships and an excitement for living out gospel values. The Christian distinctiveness of the school is reviewed and discussed at all governor and staff meetings. School policies and publications have recently been updated to ensure that they clearly reflect the school's vision. As a result, all recommendations from the previous inspection have been addressed. To maximise the impact of the school's vision statement, senior leaders recognise the importance of streamlining the vision and mission statements and the family acronym.

As a result of purposeful links with the diocese and staff engagement with continuing professional development, the school's practice reflects the best of church school education. Mutually beneficial partnerships with the parish church and local community ensure that adults and pupils are securely rooted in their locality. Pupils' lives are enriched by a broad and balanced curriculum that recognises their uniqueness in the eyes of God. All pupils, including those with additional needs, make at least good progress academically. This is because of the excellent support given to pupils by the well-qualified and highly effective inclusion team. Through the Young Interpreters scheme, pupils enable their peers who speak English as an additional language to access the full curriculum. A wealth of additional opportunities across the wider school curriculum supports pupils' spiritual development. However, opportunities to develop pupils' curiosity and sense of awe and wonder are not always well structured. This is because staff have not recently spent time considering how these qualities can be nurtured and supported. Pupils have a secure understanding of their personal uniqueness and consequently enjoy the cultural and religious diversity of their peers. Some pupils have first-hand experience of disadvantage or deprivation. Consequently, they and their peers quickly learn that they can, and as children of God are called to, make a difference for others. Participation in the 'We are one' project and the subsequent youtube video illustrate a mature respect for difference. Regular big picture discussions enable pupils to focus on moral issues and explore their personal response. The moral, cultural and social development of pupils is secure. Trained pupil befrienders work on the playground and remind their peers about the school values of respect, trust and truth. As a result of the work of befrienders and a clear policy reflecting the school's Christian vision, the behaviour of pupils is very good. A limited range of opportunities is currently in place for pupils to engage with global issues. However, the school is currently working to extend its provision through the Christian Aid Global Neighbours accreditation scheme.

The school's commitment to the mental health and well-being of pupils and their families is exemplary. Rooted in the school's Christian vision of providing pupils with a firm foundation for life, staff take pride in knowing every pupil well. Initiatives such as Family Links and STEPS provide parents with the information and skills needed to promote good mental health at home. Sex and relationships education is delivered from the standpoint of pupils recognising their individuality, knowing that they are loved unconditionally by God. Pupils are confident that no child in their school is singled out because of their beliefs, race, family or abilities.

Worship, reflecting the school's Christian vision, inspires, enthuses and encourages pupils. Through story, drama, and music pupils reflect on issues relevant to them that affect the ways in which they live. They actively engage with opportunities for spiritual reflection and share their responses respectfully. Pupils are familiar with the story of Jesus' life and develop a practical understanding of Christian teaching. They welcome opportunities to pray and personal prayer or reflection is encouraged and valued. When reacting to national and world events, prayer and reflection are the school's first response.

The involvement of pupils, senior leaders and members of the church community in planning and leading worship brings a richness of experience. Worship takes a different form each day but does not always follow an agreed structure. As a result, pupils do not always associate what they refer to as assemblies, with worship.

Good resources, dedicated curriculum time and the sharing of good practice within and beyond the school ensure that RE is taught effectively. Pupils listen carefully and with open minds to the viewpoints of others. A focus on core concepts is enabling pupils to develop their understanding of Christianity in a new and exciting way. Pupils' knowledge and understanding of other major world religions is less secure and a new syllabus has been introduced that will, over time, address this. The subject leader attends regular meetings of local RE teachers. These are supported by the diocese and lead to a shared understanding of standards and subject content. The teaching of RE meets statutory requirements.

Headteacher

Karen Whitfield

Inspector's name and number	Gail Fullbrook 530
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