

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School

Vision

For all in our school to flourish in body, mind and spirit and to experience, 'life in all its fullness' (John 10:10) in a nurturing community, rooted in our Christian values.

St Paul's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision is a lived reality. Pupils and adults recognise how it relates to their own lives and it is enabling them to explore, aspire and flourish.
- Established leaders and teachers know their community well. Leaders have refined their curriculum to be one that supports, challenges and prepares pupils for the future.
- Collective worship is joyful and ensures space for reflection for both adults and pupils. A strong church partnership ensures that collective worship is unifying the community and creating a sense of belonging.
- The Christian vision has created a culture where people are being treated well. Through this, the associated values inspire aspirational behaviours and a desire for all to live life in its fullness.
- Religious education (RE) is engaging and relevant. Pupils are developing a deep understanding of a range of worldviews and find joy in learning about each other.

Development Points

- Embed the shared understanding of spirituality across the community. This will ensure that opportunities for spirituality are identified and spiritual development is intentional.
- Widen the monitoring and evaluation of collective worship. This will enable leaders to better understand the impact of collective worship on the spiritual lives of the community.
- Develop the current exploration of injustice in order to provide opportunities for pupils to make ethical choices and be agents of change.



Inspection Findings

The Christian vision for 'life in all of its fullness' is lived and breathed through every aspect of school life. Governors' decisions are informed by the vision. Leaders know their community well and have crafted a vision which represents a collective aspiration. The vision is expressed through school values, these have a visual presence as key themes throughout the school. The school values are referenced in the life of the school and provide concrete examples of the flourishing of body, mind and spirit. The vision, therefore, is unifying the school as an articulation of both an individual and collective purpose and desire. Informing decision making, the vision is sharpening the focus of leaders as they meet the needs of pupils and teachers. The vision encourages an active participation in wider opportunities. Leaders and pupils engage in the life of the school through professional development, pupil leadership positions and the extra-curricular offer. For example, an emphasis on the arts gives pupils opportunity to express themselves and explore their wider potential for flourishing.

There is joy in learning. Creative approaches engage pupils in key themes and topics. For example, learning around Chinese New Year led to preparing and sharing a meal together, while exploring a different culture. This continual consideration of the vision creates a community-specific approach to the learning. The curriculum considers access for pupils, especially those with additional learning or pastoral needs. Leaders have sought to narrow the curriculum and allow time to journey through knowledge and skills over time. This encourages a culture of curiosity and is providing a focus on acquiring a deeper understanding of content. Values are a key aspect of the curriculum, with specific resources used to structure learning and establish expectations. This approach enables pupils to explore and apply the school values practically to everyday life and challenges. Spirituality is present throughout the curriculum and explores the school's shared understanding of spirituality through 'self, others and God'. However, these opportunities are not consistently intentional. Therefore, this is limiting the impact of the lessons on pupils' spiritual development.

Daily collective worship is joyful. Pupils share, sing, dance and explore in a culture where freedom of expression is clear. Support from the diocese and other training opportunities encourage leaders to employ accessible and understandable story telling. Engaging illustrations of the Christian values provide open opportunities for pupils to engage in discussion and reflection. Recognition of the values in action over the week shapes the opportunity for celebration. Leaders have positive relationships with pupils and have a secure knowledge of pupils' needs. This enhances collective worship as whole school worship is delivered with consideration and compassion, meeting pupils where they are. Collective worship is enhanced by regular clergy leadership. Pupils and adults value this relationship with the local church, as it provides them with a sense of belonging within the community. There is limited evaluation of how the school's understanding of spirituality leads to spiritual flourishing in the context of collective worship.

People are treated well. Relationships and interactions are shaped by the school values. In times of challenge and difficulty, members of the community are supported. Wellbeing and mental health are a priority across the school. This is reflected in positive interactions at all levels and a shared responsibility for care through pupil leaders and staff wellbeing leads. Parents are considered and supported as part of the school community. Good communication has developed trust and partnership between school and home. Creative opportunities support pupils in expressing and caring for themselves. For example, pupils have an opportunity to prepare food in lessons and play instruments at break times. Diversity is celebrated and exposure to difference is encouraged. Staff wellbeing Wednesdays encourage the team to encourage one another. This may be through shout outs or sharing breakfast



together. Staff are supported professionally through developmental opportunities. Courses undertaken by staff members have a positive and creative impact on the teaching and processes in the school, benefitting other staff members. This has been particularly impactful for those new to teaching.

Themes of injustice run through lessons and collective worship. Studying and reflecting on topics, such as fair trade and stewardship, develop pupils' awareness of justice and responsibility. They have a clear understanding of injustice on a local level and can identify that some things are unfair. Pupils have opportunities to respond to injustice. For example, they make donations to the foodbank at Harvest. Exploration of injustice in school has provoked spontaneous responses. Individual pupils have sought to respond by raising money for charity. Through personal, social, health and economic education (PSHE) and watching news items, pupils discover a wider view of the world. This creates an opportunity for pupils to explore bigger questions around humanity and world injustice, and apply the school values in a global perspective. Pupils are passionate advocates in principle. However, opportunities to respond to injustice are informal and spontaneous, often restricted to raising money.

Religious education (RE) is valued and has priority. Strong school and subject leadership ensures the quality and relevance of RE for pupils and adults. Pupils speak very highly of RE and enjoy their lessons, making them keen to share their learning. Support from the local networks, governors and the Chester Diocesan Academies Trust has resourced and equipped teachers to deliver the curriculum. Teachers' expertise in RE is supported by sharing quality practice. They feel confident to seek out support and feedback, enhancing pupil's enjoyment and engagement. Leaders have designed an approach which explores a breadth of world faiths, widening exposure to religious and cultural diversity. This also provides an opportunity for pupils to examine their own beliefs and behaviours. They recognise the impact of RE on their lives and relationships. For example, pupils recognise that RE does not just teach about people around the world but also allows pupils to learn about their friends.

Information

Address	Huddersfield Road, Stalybridge, Cheshire, SK15 2PT		
Date	30 January 2025	URN	143551
Type of school	Academy	No. of pupils	202
Diocese	Chester		
MAT	Chester Diocese Academy Trust (CDAT)		
Headteacher	Simon Wright		
Chair of Governors	Jacqueline Yates		
Inspector	Terry Hart		