



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England VC Primary School, Neville Road	
Address	Nevile Road, Salford, M7 3PT

School vision

‘Whatever you do, work at it with all your heart.’
Colossians 3:23

Building on our Christian values, St Paul’s pupils will become responsible, kind, ambitious and resilient learners who are confident, self-aware and ready for their next stage of their learning journey.

School strengths

- Based on the core Christian value of respect, meeting the needs of individuals is considered paramount. Provision for those with additional needs is impressive. Therefore, all groups are supported to flourish, including pupils with special educational needs and/or disability and those who are vulnerable or disadvantaged.
- The creative curriculum provides exciting opportunities for pupils to learn in a thematic way. This is further enhanced by a weekly enrichment curriculum for all pupils. Carefully planned opportunities for spiritual development across the whole curriculum support pupils' spiritual growth.
- The strong relationship with the local church augments collective worship. This is carefully planned to link to the school’s Christian values.
- Pupils have a mature understanding of justice and how they can make the world a better or fairer place. This extends beyond charitable work.

Areas for development

- Ensure that the understanding of the Christian vision and its biblical roots is fully understood by the different members of the school community. This is to support leaders in evaluating the impact of the Christian vision and associated values more effectively.
- Broaden opportunities for targeted training. This is to support staff in their roles in a Church school, including the leadership of religious education (RE).
- Embed formal systems to monitor collective worship. This is so leaders' evaluation of the impact of worship further enhances spiritual flourishing for all.

Inspection findings

The Christian vision, underpinned by six Christian values including respect and generosity, provide a clear focus for the community of St Paul’s. Adults and pupils explain the importance of each value and how they help to unite them as a Church school. Guided by the vision, leaders, including the governing body, are fully committed to creating an environment in which everyone feels respected. The vision and associated values provide direction for leaders when making strategic decisions. An example of this is the relationships policy, which is based around repairing relationships and

forgiveness. Leaders know the school well and understand its strengths. However, there is some inconsistency in the way that staff interpret the Bible quote from Colossians. Consequently, not all members of the school community are able to fully articulate the biblical roots of the Christian vision.

Leaders have created a curriculum, which reflects the needs of different pupils and fosters a love of learning. Based on a thematic, question-based approach, pupils are encouraged to be active learners. Reflecting the context of the school community, the curriculum offers rich and varied opportunities. Pupils explore a range of cultures and viewpoints which encourages debate about topical issues, such as pollution and poverty. The wider curriculum offer is impressive. Pupils value the weekly enrichment activities, which focus on the development of life skills, such as cookery or first aid. In addition, a wealth of clubs is offered free of charge. This allows all pupils to access extra-curricular activities regardless of personal circumstances. Explicit opportunities for spiritual development throughout the curriculum are included. As a result, pupils talk openly and confidently about spirituality. They understand the powerful and unique nature of spirituality, linking it to 'your heart and soul'.

The school's dedicated work around inclusion effectively reflects the vision of 'whatever you do, work at it with your heart'. The pupil community changes regularly with some pupils remaining at the school for very short periods of time. Hence, staff work tirelessly to ensure that every family feels a sense of belonging. Leaders recognise the challenges faced by the community they serve and work compassionately to offer help. An example of this includes working alongside interpreters to support the high percentage of families who speak English as an additional language. A dedicated Children and Families Officer provides invaluable practical and emotional advice to those in need. Parents appreciate this and say staff regularly go 'above and beyond'. Reflecting the vision, the school provides resources such as food parcels when needed. Likewise, time is dedicated to supporting pupils with low attendance by collecting them from their homes. Leaders are committed to maintaining links with the different secondary schools, which pupils move onto. This ensures that vital help continues even when pupils leave St Paul's. Staff morale is high because they feel supported both professionally and on a personal level. They describe how leaders carefully consider ways to reduce workload. Staff particularly appreciate the weekly masterclass sessions where teachers join together to discuss areas such as effective marking. This helps to foster positive working relationships and wellbeing. Consequently, adults and pupils alike are resilient and have high aspirations. They flourish because they know they are valued and appreciated for who they are.

Reflecting the values of compassion and generosity, pupils care deeply about the wellbeing of others. They regularly engage in powerful debates about inequality and injustice. Recognising how they can be catalysts for change, pupils act in practical ways to raise awareness or make a difference. Examples include litter picking and encouraging staff to purchase Fairtrade products. There is an understanding that acting as agents of change does not always involve fundraising. Pupils demonstrate a mature understanding of compassion. They explain how 'a simple smile can make people feel better because it shows they matter'. Pupil leadership groups are active and impactful. Consequently, the vision of working 'with all your heart' is a lived reality.

Collective worship is creative and provides time for reflection and prayer. Leaders plan worship based on the school's Christian values and the teachings of Jesus. Reflecting the value of respect, collective worship is welcoming to all. Pupils and adults are invited to take part in a way they feel comfortable with. School and the local church have a mutually beneficial partnership. Church members generously provide their time and expertise by planning and delivering thought provoking weekly worship sessions. This enriches the spiritual life of the school. Parents appreciate the opportunity to join in weekly collective worship because it provides them with a sense of 'belonging'. Pupils enjoy moments of stillness and reflection. Classrooms have spaces in which

pupils can be quiet and reflect. Some pupils use these and recognise how this supports their spiritual growth. Formal systems for monitoring and evaluating the impact of collective worship are in the early stages. However, the impact of collective worship is clearly evident in the actions of pupils. They describe how worship makes them think about things that are happening in the world and what they can do to help. For example, following a worship time about poverty, pupils decided to donate to local food banks.

Leaders have ensured that RE fully reflects the diversity of the school community. The curriculum is well sequenced, and pupils have a good understanding of Christianity and the teachings of the Bible. They recognise the importance of learning about a range of world religions. Pupils understand how this prepares them well for life in modern Britain. They explain the importance of 'learning about what different people believe and how they live their lives'. This mirrors the school values of respect, compassion and friendship. Pupils are challenged through an enquiry based approach. They view RE as a safe place to ask questions, think critically and explore their own beliefs. They appreciate the creative way in which the subject is taught. This includes using art, music and visiting places of worship. Opportunities for spiritual flourishing have been carefully woven into the RE curriculum. Consequently, pupils speak openly about what spirituality means to them. RE has high priority and is well resourced. Leaders correctly identify that currently there is a lack of subject specific training for staff in RE.

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	8 July 2024	URN	105928
VC/VA/Academy	Voluntary controlled	Pupils on roll	222
Diocese	Manchester		
MAT/Federation			
Executive Headteacher	Jane Tyers		
Chair	Anthea Darlington		
Inspector	Joanne Hyslop	No.	972