



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

St Paul's Church of England Primary School, Salford	
Address	Cross Lane, Salford, Manchester, M5 4AL
School vision	
<p>Believe and Achieve.</p> <p>We want our pupils to believe in themselves, and their faith, so that they have the confidence to overcome barriers in order to achieve, to the best of their ability, whatever they aspire to.</p> <p>‘Whatever you do, work at it with all your heart.’ Colossians 3:23</p> <p>Compassion, forgiveness, respect, trust and justice.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision is an ambitious and bold response to the complex and challenging context of the school. It has enabled leaders to establish a culture of self-belief and aspiration. This impacts positively on the lives and learning of pupils and adults.</li> <li>• Pupils benefit from a well-structured curriculum built on global perspectives. Leaders apply the Christian vision consistently and effectively to remove barriers to learning and raise expectation for all.</li> <li>• As a result of the Christian vision, all members of the school community feel accepted and valued. The wide diversity of pupils’ cultures, languages and backgrounds is celebrated. Great care is taken to promote the wellbeing of all.</li> <li>• Leaders have developed a clearly articulated and shared understanding of spirituality. This enables reflection to be a natural part of everyday experience across the curriculum and in collective worship.</li> <li>• The support of Vantage Academies Trust is highly valued and enhances all aspects of the work of the school. With a shared moral purpose, the trust strengthens the Christian vision, removing barriers to opportunity and enabling achievement.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Build on the foundation of self-belief and aspiration for each pupil. This is so that more structured opportunities can be provided for them to act as agents of change for others.</li> <li>• Enhance the ways the Christian vision is explored in worship to inspire and challenge the school community to social action.</li> <li>• Ensure the successful introduction of a new diocesan syllabus for religious education (RE). This is to better reflect the lived experience and learning needs of the diverse school community.</li> </ul>	
Inspection findings	
<p>St Paul’s is a highly effective church school meeting the needs of a richly diverse city community. Leaders responded to recent challenging circumstances with a clear sense of moral purpose. The aspirational Christian vision encourages all to ‘believe and achieve’. This is given further impetus</p>	

with words of St Paul in the Bible. Whatever the task, large or small, people are encouraged to do it 'with all their heart'. This imperative helps pupils overcome barriers, make important steps in learning and develop ambition. Leaders model resilience, inspiring colleagues to continue their spiritual and professional journeys. The Christian vision, therefore, enables pupils and adults to thrive in a nurturing environment. The vision is enhanced by carefully chosen Christian values. A half-termly values focus helps pupils learn biblical teaching about living well, individually and collectively.

The school has benefitted from joining the Vantage Academies Trust. School and trust leaders share a vision to give pupils self-belief and raise their aspirations from the start. The trust has overseen significant improvements to the school building, creating an environment more conducive to learning. Well-targeted training opportunities and professional development pathways support staff in all roles across the whole school. St Paul's is enriched as a Church school through its partnership with the trust.

The curriculum, recommended by the trust, is enquiry based and built on global perspectives. It is designed to raise pupils' aspirations by developing a sense of themselves as active citizens of the world. The international focus of the curriculum supports the school's vision by expanding pupils' horizons. This includes learning about artists from various countries represented in the school family. Clearly articulated personal learning goals provide a progression of skills that reflect the school's Christian values. Leaders have added regular problem-solving activities to help pupils develop the ability to question, reason and explain. This is consistent with the expectation in the vision that achievement arises from self-belief. As a result, pupils express thoughts and opinions effectively and listen carefully to others. Leaders have also adapted the curriculum successfully to meet individual learning needs.

Pupils and adults benefit from a whole school definition of spirituality and a policy to support its development. Reflection is a feature of all lessons, with more structured opportunities in certain units of work. A culture exists of pupils considering relationships to self, others, the earth and 'beyond' as a natural part of their learning.

Worship is valued as an integral part of the life of the school. Adults and pupils meet with a deep sense of community and purpose, in classes and as a whole school. They learn from, and respond to, values-based themes and biblical teaching. Worship is shaped by the Christian vision. All are included, invited to contribute and inspired to explore the links between belief and personal achievement. However, at present, pupils are not challenged by the themes to respond to injustice with social action. Elements of Anglican tradition are used alongside a variety of other expressions of faith to provide a rich spiritual experience. These include music, silence, reflection, images and prayer. Weekly activities in class help pupils and adults explore ideas in more depth, with responses collected in class worship books. These provide good evidence of the development of spiritual reflection over time. In recent months, the leader of a local church has led worship regularly. This has enabled pupils to experience more variety in Christian worship. Clergy have also supported learning in RE by arranging class visits to the church building. Strong partnerships with the trust and local diocesan board of education support leaders with training and peer review activities. This has provided fresh ideas and bolstered the confidence of those planning and leading worship.

Leaders are determined in their efforts to provide a caring, nurturing environment for both staff and pupils. The Christian vision provides clear purpose, with its priority of removing barriers to learning and achievement. As a result, significant time, space and resource are allocated to supporting well-being and positive mental health. Recent assistance from the trust has led to improvements to classrooms, staffroom and office spaces. The trust also offers a comprehensive welfare package to staff. This provision has helped adults to flourish, knowing that both they and their work are valued. Pupils needing extra support are served very well with early identification and intervention. For example, a focus on speech and language needs early on helps pupils catch up with their peers.

Many families benefit from the high quality of care given to their children. The school listens carefully to concerns and acts quickly to access help from a wide variety of agencies and services.

Relationships are very positive across the school. The well-established behaviour policy supports development of personal responsibility and fairness. Pupils can start afresh once issues have been dealt with, reflecting biblical teaching about grace and forgiveness. The Christian vision encourages pupils to develop confidence and become agents of change for themselves and their own futures. This makes a significant positive difference to their attitudes to learning and ideas about what they aspire to achieve. Work across the curriculum offers examples of inspirational figures who have made a difference to communities around the world. This includes role models, known by the school, who have challenged injustice in the local area. Pupils are inspired to express their views and get involved in projects that will improve the lives of others. Partnerships with local schools, charities and arts projects further enhance this work. However, there are not yet structured opportunities for all pupils to explore fully their potential to act for change.

Leaders provide an RE curriculum that reflects the Church foundation and aspects of the religious diversity in the local community. From careful monitoring and evaluation, leaders identify ways to improve the curriculum. As a result, they have supplemented the syllabus with other resources and units as necessary. A new diocesan syllabus, being trialled in one class, has not yet been fully adopted.

RE is given a high profile across the school. Leaders are trained and well supported by the diocese and trust. An enquiry approach, consistent with other subjects, enables pupils to discuss themes and ideas openly in a safe environment. Teachers plan lessons to build on prior learning. This ensures appropriate sequencing, a progressive development of skills and the deepening of knowledge. Pupils benefit from this intention and can explain how their understanding has developed.

Teachers are confident and enjoy teaching RE. Pupils are engaged in lessons and enthusiastic about their learning, which is supported by interactive displays in each classroom. The knowledge, core concepts, key vocabulary and main questions for each unit are shared with pupils. They are used at the ends of units for pupils and teachers to assess progress. This assessment is then used to inform future planning and in leaders' monitoring of provision. Pupils make progress in RE because of the well-structured curriculum and quality of teaching.

St Paul's is a beacon of love and hope in the heart of the city. This is a result of leaders building a strong and effective Church school with a clear Christian vision.

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

Information			
Inspection date	28 September 2023	URN	147730
VC/VA/Academy	Academy	Pupils on roll	234
Diocese	Manchester		
MAT/Federation	Vantage Multi-Academy Trust		
Principal	Wendy Budsworth		
Chair	Diane Martindale		
Inspector	Peter Barfoot	No.	2216

