

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

St Paul's Peel Church of England Primary School	
Address	Stocksfield Drive, Little Hulton, Salford. M38 9RB
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Requires Improvement

<b>School's vision</b>
<p style="text-align: center;"><b>'Teamwork Towards Targets in Faith, Hope and Love'</b></p> <p>Our mission statement promotes our three key Christian values of Faith, Hope and Love. Faith as the basis for perseverance; James 1:3 'Because you know that the testing of your faith produces perseverance'. Hope as taught through Jeremiah 29:11, 'For I know the plans I have for you,' declares the Lord. Plans to prosper you and not to harm you, plans to you a hope and a future.' and Love as John 13: 34-35 teaches, 'Love one another. As I have loved you. By this everyone will know that you are my disciples.' An education that prioritises a shared vision of aspiration, where by working together as one 'family' we can fulfil our potential to prosper, aligned to Church of England core intention of 'life in all its fullness' (John 10:10).</p>
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• Relationships at St Paul's Peel are built on the school's vision and have a significant impact on the pupils and whole community. Leaders at all levels create a positive, family feel, and this is valued by staff, pupils, parents and governors and enables all to flourish.</li> <li>• A wholehearted commitment to inclusion ensures that pupils who are disadvantaged or vulnerable have high aspirations and are able to thrive.</li> <li>• Clear leadership of the recently revised Religious Education curriculum has resulted in strengthening provision in the subject.</li> <li>• Collective worship is inclusive and uses a range of singing and signing to invite pupils to take part. However daily worship is not sufficiently high profile and pupils do not have adequate opportunities for spiritual development and growth.</li> <li>• Governors are active and supportive in and around school. There is no systematic approach to the evaluation and development of the school's Christian distinctiveness.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Develop throughout the curriculum, a deeper, richer approach to spirituality. This will enable the school community to fluently explore and articulate its impact on themselves and others.</li> <li>• Develop daily collective worship throughout the school to ensure that pupils are inspired through rich and relevant experiences.</li> <li>• School leaders and governors to establish a robust system to monitor and evaluate the impact of the school's distinctive Christian vision. This will bring clarity in planning future developments.</li> </ul>

## Inspection findings

St Paul's Peel is a warm, welcoming and nurturing Church school. The vibrant environment ensures that all pupils are engaged and stimulated to be ready to thrive. Members of the wider community refer to the school as 'the family' and flourishing is evident within the school. The vision, 'Teamwork Towards Targets in Faith, Hope and Love', drives the school in its service to all in the school community. This includes those who are disadvantaged.

Staff feel very proud of the school as it supports all adults, families and pupils, showing the permeation of the vision in action. Staff are passionate in believing that all pupils deserve the best and this is what they offer to their pupils. The Headteacher leads by Christian example with joy, pride and humility, inspiring all to live out the Christian vision. Martha, the school's therapy dog, brings comfort to pupils if they are in a time of need, and happiness if they feel sad. Governors are a very visible part of the school family, often visiting lessons, talking to pupils and living out the vision in action. However, leaders and governors do not routinely evaluate the vision's impact on school life.

Collaboration with other schools, in the Little Hulton Family of schools, enables staff to share good practice in several areas of the curriculum. Leaders do not take advantage of the full range diocesan training opportunities. A full-time children and family officer works very effectively offering support, guidance and one-to-one workshops for pupils. This ensures that all pupils have equal opportunities to succeed despite individual challenges. Pastoral support is strong at St Paul's Peel. Staff are trained in mental health first aid and a learning mentor leads interventions, enabling all pupils to make progress. Pupils and families have effective access to safe spaces and trusted members of staff to talk to. This ensures appropriate, timely support is given, underpinning the school's Christian distinctiveness.

The impact of the school's vision on pupils and families radiates into the community. Parents speak highly of a charitable school who provide breakfast bagels at the gate every morning, enabling all pupils to be ready to learn. This level of care and love, helps the pupils to have the best chance they can.

Pupils talk about Jesus and his forgiveness and sacrifice for Christians. This is evident in the restorative approaches to behaviour management that are well embedded in school life. Staff support pupils in taking responsibility for their words and actions. Pupils demonstrate a willingness to forgive one another. If they are in need of help, pupils are happy to ask any adult for support as the vision of teamwork is lived. The school's personal, social and health educational programme is embedded well and equips pupils with the skills they need to be good members of society. Pupils take on various leadership roles. Playground leaders are trained to facilitate play for younger pupils and the school council makes decisions about fundraising. Pupils understand that the vision and associated values help them to make positive choices and their commitment to help others is rooted in the teamwork from the vision. Although pupils and staff are aware of the ideas underpinning courageous advocacy, pupils do not have the opportunities to take ownership of ideas for change. There are limited opportunities for pupils to explore big questions about life and to develop their understanding of inequality, injustice and the exploitation of the natural world.

Pupils' learning and understanding about how faith is practiced, is limited. This is because there is no provision for visits to churches and other places of worship. The local vicar leads worship in the school on a cyclical basis with the headteacher and members of the senior leadership team. Pupils encounter Bible stories, the Lord's Prayer, teachings of Jesus and singing. Pupils are invited to light imaginary candles and engage in prayer and quiet reflection. However, the program for daily collective worship is limited. Reflection spaces are available for the pupils in every classroom and pupils talk of quiet and calm time when using these spaces.

The RE leader monitors the subject's effectiveness well and offers training and encouragement to develop staff knowledge. The locally agreed syllabus has recently been introduced. Big questions,

from 'Understanding Christianity', are used in RE lessons enabling pupils have a safe space in which to debate. Pupils have a good understanding of Jesus. Many speak confidently about his impact on lives and how Christians can learn from their mistakes. Whilst pupils' knowledge about Christianity is generally secure, they are not clear in their understanding of belief and practice in all major world faiths. Thus, many mix up religious celebrations, traditions, artefacts and key beliefs. The RE curriculum does not sufficiently allow encounter with the lived experiences and practices of believers and followers of a range of world faiths. Younger pupils use a puppet, whose favourite book is the Bible.

Pupils talk openly about God helping them and how this impacts their lives, showing the faith in action from the vision. RE has the status of a core subject and meets the requirements of The Church of England Statement of Entitlement.

The curriculum enriches pupils' moral and character development. This is evident in the texts which are carefully identified exploring equality, dignity and respect. In their study about refugees, year 6 pupils use challenging poetry to explore different points of view. Such variety in the curriculum enables pupils to deepen, extend and apply their understanding of the school vision and values. The school maintains a link with a school in Kenya. Pupils write letters and share experiences with pupils there. This partnership enables all to share the Christian vision and show a respect for different cultures. Pupils show respect for difference and staff will challenge any prejudicial behaviour or language. This is apparent in the positive and supportive relationships between pupils in class and when moving around the school, as manners and respect are evident.

Everyone at St Paul's Peel Primary School is treated with dignity and respect. The Christian vision supports its community well, enabling adults and pupils to flourish together and experience life in all its fullness.

School Information			
School	St Paul's Peel Church of England School	Inspection date	24 January 2023
URN	105941	VC/VA/Academy	VC
Diocese	Manchester	Pupils on roll	315
Headteacher	Joanne Barker		
Chair of Governors	Kathryn Prince		
Inspector	Claire Clark	No.	2203