

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

<b>Leigh St. Mary's Church of England Primary School</b>			
<b>Address</b>	Walmesley Road, Leigh WN7 1YE		
<b>Date of inspection</b>	29 November 2018	<b>Status of school</b>	Voluntary aided primary
<b>Diocese</b>	<b>Manchester</b>	<b>URN</b>	106516

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</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 Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Leigh St. Mary's is a primary school with 180 pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages as is the proportion of pupils who have special educational needs and/or disabilities (SEND). The school changed from an infant to a primary school in 2015 and does not yet have a cohort of Year 6 pupils.

### The school's Christian vision

Leigh St Mary's is an inclusive, welcoming Christian school where children and adults are spiritually nurtured in a safe, caring environment. All are encouraged to explore faith and develop their understanding of God and of their place in God's world.

Rooted in faith, growing in love.

### Key findings

- The Christian vision permeates every aspect of the school's daily life. It is understood and articulated by all members of the school community. Together with the core Christian values, the vision ensures that everyone flourishes in a welcoming, inclusive and loving environment.
- The headteacher demonstrates outstanding Christian leadership. She has the support of committed governors whose experience and skills enable them to fulfil their strategic role effectively.
- Invitational and inspirational collective worship lies at the heart of daily life. As a result, it provides opportunities for pupils and adults to explore faith and spirituality and unites the school community.
- Inspirational RE encourages all pupils to explore and discuss religious, spiritual and world views in a safe and encouraging environment.
- Extremely strong and mutually beneficial links with the parish church make a significant contribution to the school's distinctive Christian character and to pupils' spiritual development.

### Areas for development

- Engage further with global links in order to extend pupils' knowledge and effective responses to worldwide disadvantage and injustice.
- Further strengthen existing planning for worship with a review of themes. This will extend and enrich pupils' knowledge and understanding of the life of faith.

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**

Leigh St. Mary's is exceptional in the way it lives out its Christian vision. A quotation from Colossians 2: 6-7 and the school's motto Inspire Believe Achieve are displayed in all areas as a constant reminder of the school's Christian foundation and purpose. Pupils are able to explain their importance in terms of academic, physical and spiritual development. The school's admission arrangements ensure that all are welcome. This can be seen in the outstanding provision the school makes for the diverse needs of individual pupils and their families in an area experiencing significant social disadvantage. Senior leaders are secure in their knowledge of current thinking in Church school education and all staff take advantage of opportunities to develop their professional and leadership skills. The school has extremely strong links with the diocese, parish church, the Leigh, Lowton and Golborne Schools Partnership and many outside agencies. This ensures that Christian distinctiveness, school improvement strategies and provision for the specific needs of all pupils are central to development planning. Governors are extremely involved in the daily life of the school. Systems for monitoring and evaluation are rigorous and as a result, governors are able to offer well-informed challenge and support.

The school's Christian vision underpins an innovative approach to curriculum planning. This ensures that teaching and learning are tailored to the specific needs of all pupils. The curriculum is rich, broad and balanced. As a result, pupils flourish. Inclusion is at the heart of the school's vision. The wide range of intervention strategies, nurturing provision and extra-curricular activities enables all pupils to become confident and enthusiastic learners. Spiritual development is fostered across the curriculum and is particularly evident in the Forest School activities and the approach to foundation subjects. As a result, pupils are excited about learning, want to do their best and are able to reflect on new knowledge and understanding. Growth mindset techniques are used to give pupils confidence and self-belief. As a result, data for the end of Key Stage 1 shows that all groups of pupils make at least good progress from low starting points. The appointment of a pastoral care assistant and creation of nurture provision enable the school to support vulnerable pupils, especially those with emotional and social difficulties.

The school's Christian vision and holistic approach to child development and learning ensure that pupils are able to flourish, believe in themselves and strive to achieve. They say that their teachers 'are very special' and help in any situation. Many pupils show great resilience and perseverance. The school's Christian ethos provides an extremely safe and supportive environment in which they can progress and grow in confidence. Pupils have opportunities to grow through leadership roles as school and eco councillors, playleaders and buddies. They take these responsibilities extremely seriously and the school's Christian vision and values are at the heart of their social interaction. All members of the school community demonstrate Christian compassion and concern for justice in local, national and global settings. The introduction of Picture News provides opportunities to discuss world events and enables pupils to focus on big questions. The school supports a number of charities and pupils' involvement leads to a deeper understanding of poverty and disadvantage. A link with Bishop's Primary School in Uganda and the sponsorship of one of its pupils provide many opportunities for generosity and a deeper understanding of social justice. The school intends to broaden its global partnerships. The Christian vision is reflected in the way that the senior leadership team and governors make astute and ethical decisions about resources, always seeking to do the very best for pupils and staff.

The Christian vision and values underpin relationships throughout the school community and are at the heart of policies and practice. Pupils behave extremely well and explain that Christian values and Diamond Rules encourage everyone to be thoughtful, kind and forgiving. Pupils say that they feel extremely safe at all times. Parents endorse this and say that the school is known in the area for its excellent standards of behaviour and Christian pastoral care. The latter extends not only to their children but to them. Staff speak of the many ways they feel supported and valued professionally and personally. They attribute this culture to the school's distinctive Christian ethos and sense of family. The positive approach to equality and valuing difference means that everyone in the school community is treated with dignity and respect and their mental health and wellbeing are a priority.

Collective worship is central to the life of the school. It is inclusive and invitational and reflects the school's Christian vision and values. Staff say that they find it joyful and uplifting. Planning is thorough and well-established. It is rooted in biblical teaching, the seasons and festivals of the Church's year and Christian values. The headteacher has identified the need to adjust themes over a two-year cycle. Pupils explain the nature of the Trinity in age-related terms. Tapestries on display in the hall provide a reference point for their understanding. Pupils enjoy worship and participate enthusiastically whilst maintaining a sense of reverence. They sing well and understand that this is a way of praising God. Team Worship is involved in planning, leading and evaluating

worship. This gives pupils a strong sense of involvement and responsibility and helps them to understand the elements of liturgy. A non-eucharistic agape is led by pupils. There are plans to introduce confirmation preparation in order to offer pupils the opportunity to take the next step in their Christian journey. Pupils know and use traditional prayers and responses. Reflection areas in classrooms, other parts of the building and outside enable pupils to be still and contemplative. The school provides prayer beads for its Muslim pupils. As a result, pupils understand the importance of prayer in the lives of people of all faiths and they are able to worship together in a very natural way. The parish priest leads worship every week and there are many occasions during the year when pupils worship in the church. This creates a strong link with the worshipping life of the parish church and it enriches the experience of the whole school.

Use of the diocesan RE syllabus and *Understanding Christianity* programme ensures that pupils have rich learning experiences. These develop their knowledge of Christianity and other major world faiths. Pupils have the opportunity to understand the significance of sacred texts and to engage with challenging questions. Pupils explain that RE enables them to learn through respectful, open discussion. They also value their learning from creative activities, visits to places of worship and whole school faith days. Children in Reception were observed taking their learning about Christmas into continuous provision.



**The effectiveness of RE is Excellent**

Highly effective teaching challenges and supports pupils' exploration of religious belief and practices. Accurate and informative assessment procedures ensure that all pupils, regardless of ability, make at least good progress. As a result, standards of attainment for all pupils are high and many achieve above age-related expectations.

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Inspector's name and number	Jean Forward 625