

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

St Mary's Church of England Primary School, Davyhulme	
Address	Cornhill Road, Davyhulme, Urmston, M41 5TJ

School vision
<p>Jesus asks us to promise 'life in all its fullness' (John 10:10) to our pupils. Therefore, our vision is that we are 'Building a Positive Future for All, as Part of God's Loving Family.' Our children love learning and have positive attitudes, which they take with them on the next stage of their educational journey. This positive future is inclusive for all. We are a family who work together as a community to achieve the best we can. God's work can be seen throughout our school, in respectful relationships and our values rooted in scripture, lived out every day.</p>
School strengths
<ul style="list-style-type: none"> <li>• As a result of strong relationships and the aspirational Christian vision, leaders have created an inclusive culture in which everyone feels valued. Adults and pupils flourish because they are immersed in love and know that they are cherished.</li> <li>• An emphasis on supporting all pupils to succeed, along with nurturing support for wellbeing, means that aspirations are high. The impact of this is that all pupils, in particular vulnerable pupils, thrive.</li> <li>• Opportunities to understand inequality and justice are explored creatively through the school's vision and associated values. The strong emphasis on being a Unicef Rights Respecting School means that pupils act as enthusiastic agents of change. This is generally at a local and national level.</li> <li>• Collective worship is seen as an important part of the day when the school community gathers together as a loving family. It is rich and varied and its impact enriches the lives of the whole school community.</li> <li>• In religious education (RE) strong leadership, creative teaching and skillful monitoring means all pupils make good progress. This supports the vision of building a positive future for all.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Strengthen pupils' understanding of a range of world faiths and viewpoints in order to deepen their understanding of the diverse world they live in.</li> <li>• Establish a shared understanding of spirituality with a view to creating more explicit opportunities for spiritual development across the curriculum and wider curriculum.</li> <li>• Extend the opportunities pupils have to act as courageous advocates at a global level. This is to deepen pupils' understanding of how they can change lives on a wider scale.</li> </ul>
Inspection findings
<p>The inclusive Christian vision of building a positive future for all permeates every aspect of school life at St Mary's. The vision, expressed through the values of faith, family and future, supports flourishing because everyone feels valued. Adults and pupils alike explain the vision and its biblical roots, referring to Jesus' promise of 'life in all its fullness.' Leaders understand the school's</p>



strengths and actively work on the areas of development. An example of this is the school's behaviour policy which seeks to restore rather than to punish. The impact of this is a culture of forgiveness, with pupils encouraged to learn from their mistakes. The ways in which adults and pupils are flourishing as a direct result of the vision are plentiful. When interviewing prospective staff, a strong emphasis is placed on their compatibility with the school's vision. Staff work tirelessly to support the families they serve, guided by the inclusive vision and a desire to empower pupils. Initiatives such as 'Early Bird' interventions along with excellent pastoral care mean that all pupils, including vulnerable pupils, flourish. Everyone shares the determination to make St Mary's the best it can be. Leaders and governors have a relentless focus on whole-school improvement and closely monitor the impact of the vision. They understand the school's strengths and areas for development and as a result this Church school community is thriving.

The nurturing Christian vision has influenced the way in which the curriculum and wider curriculum have been designed. Leaders are determined that all pupils can access creative learning which meets their individual needs. This is demonstrated in the high-quality provision for pupils with additional needs. Impressive facilities such as the 'Rainbow Room' provide safe spaces for pupils. This, along with specialist staff including emotional literacy support assistants, highlights the school's emphatic commitment to ensuring everyone succeeds. Pupils' understanding of how they are all unique is impressive. One pupil explained how the school has helped them to embrace their additional needs, stating 'I am happy because I have found myself here.' Parents speak highly of the way the school is committed to meeting the needs of the whole child. A range of extra-curricular activities including sport and music enrich the curriculum. Sensitive use of funding ensures that everyone can access these opportunities and demonstrates another example of the vision in action. The curriculum is broad and balanced. However, explicit opportunities for spiritual development across the curriculum are not fully developed.

Collective worship reflects the vision by inviting the whole school community to gather as a family to explore faith. Pupils enjoy joining in liturgy, singing, and saying prayers. They are keen to answer questions and offer their thoughts. Year 6 pupils are invited to attend confirmation classes. As a result, pupils have a deep understanding of Anglican traditions and recognise the ways in which worship enhances their lives. The impact of worship can be seen in the way it inspires pupils to take action. For example, following a discussion about pollution, pupils were successful in their bid to stop people running idle engines outside the school. Learning circles provide an opportunity for pupils to plan and deliver worship to their peers without adult input. This empowers pupils who value the opportunity to be worship leaders. Pupils use reflection spaces in classrooms and areas in the entrance hall and staff room provide similar spaces for adults. The impact of this is that everyone is offered an opportunity to develop spiritually. Although the church currently has a clergy vacancy, the school retains strong links with the church. Clergy from neighbouring churches and foundation governors provide support and monitor the impact of worship. Parents are encouraged to attend worship. One parent explained how they value this because it 'gives us a sense of coming together as a family.'

The ethos of valuing everyone as a part of the Church school family is genuine and pervading. Governors understand their role in supporting wellbeing and place a high priority on this. Staff describe how the vision is lived out in the way they are cared for and empowered to develop through mentoring and professional development. Consequently, staff morale is high and turnover low. Leaders ensure that vulnerable and disadvantaged pupils receive the support they need. Impactful initiatives based around a trauma informed approach ensures pupils have the resources, time and space they need to grow. Pupils explain how zones of regulation help them to recognise and manage their own feelings. Because relationships with families are built on mutual trust and respect, leaders are able to offer support when needed. Parents value this and say that the school goes 'above and beyond.' As a result of the nurturing vision, conflicts are rare, attendance is high and behaviour is

excellent.

Pupils value their work as a Rights Respecting School and this inspires them to be agents of change. They articulate the reasons why they believe everyone should be treated well and describe St Mary's as a place where this happens. Pupils accept one another and talk openly about differences. One pupil explained that they think the right to an identity is vital because 'without that you are nobody.' Pupils of all ages challenge injustice and engage actively and independently in social action. Examples at a local and national level include raising awareness of homelessness and of pollution. Leaders now need to support pupils to develop their understanding of their power as courageous advocates on a global level.

Pupils speak highly of RE and enjoy the creative way in which it is taught. The school uses the diocesan syllabus along with the Understanding Christianity resource. Leaders attend training and cascade this to all staff. Pupils demonstrate a secure knowledge of the Bible. They respond to thought provoking questions such as 'what is sin' and respect the opinions of others. They are exposed to a range of world faiths and viewpoints in a creative way. For example, as part of their study of Judaism, Year 1 pupils built a Sukkot hut. They were able to compare Sukkot with the Christian festival of Harvest. Pupils' RE scrap books demonstrate sequential and progressive learning. When sharing the work in these books, they can recall key knowledge about Christian concepts. However, they are not always able to remember essential learning about other world religions. Therefore there is room for deeper understanding about the diverse world they live in. Monitoring systems and assessment are robust and effective. This, along with reflective practice and the aspirational vision, consistently lead to improvements in teaching. Consequently, pupils make good progress in RE.

Information			
Inspection date	10 October 2023	URN	106349
VC/VA/Academy	Voluntary aided	Pupils on roll	193
Diocese	Manchester		
MAT/Federation			
Headteacher	Alison Daniel		
Chair	Andrew Jarman		
Inspector	Joanne Hyslop	No.	972