

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

## St Chrysostom's Church of England Voluntary Controlled Primary School

### Vision

'Let all that you do be done in love' Corinthians 16:12

We aim to serve our community by providing an education of the highest quality that nurtures and inspires children to become lifelong learners as well as compassionate individuals.

We strive to create an inclusive and stimulating environment where love, community, hope, wisdom and dignity are the guiding Christian values embedded in everything we do.

### Strengths

- The school's Christian vision of 'Let all that you do be done in love' shapes and nourishes a culture that encourages pupils and adults to thrive. Leaders actively champion a shared understanding of how love is lived out in the life of the school.
- Opportunities for spiritual development weave through the curriculum. These enable pupils and adults to engage meaningfully in self-reflection, awareness of others and how they connect with the wider world.
- The school's strong partnerships with the local church and clergy enrich the worship life of the school community. Pupils and adults value daily collective worship as central to their spiritual flourishing.
- The school's Christian vision steers a culture of inclusivity, love and dignity. Clearly understood and articulated values live out the vision. Pupils are proud of who they are and celebrate one another's uniqueness and individuality.
- The strong partnerships with Manchester Diocese and the St John Chrysostom Federation guide decision making and enhance the life of the school. As a result, leaders and staff promote a nurturing and uniting environment where pupils and adults flourish.

### Development Points

- Within the newly revised religious education (RE) curriculum, embed and strengthen more opportunities for pupils to record their own responses to the themes studied. This is to deepen and secure pupils' individual knowledge and understanding in RE.
- Build on the school's distinctive culture of justice and responsibility by empowering pupils to take action in combatting injustice. This is so that pupils understand how they can make a positive difference as agents for change in their own community and the wider world.



## Inspection Findings

The Christian vision of 'Let all that you do be done in love' permeates deeply through this happy and inclusive school. Conceptualised by the strong federation of two schools, the vision and guiding Christian values enhance the spiritual flourishing of pupils and adults. They understand and can articulate how love drives the life of the school. Pupils and adults shine in their sense of belonging and pride in their school. They love being a part of this diverse and thriving community. Leaders are a visible presence around the school and actively personify the vision. They express clearly how the vision and values underpin strategic decision making. Governors are dedicated and active champions of the school. They speak of the vision 'bouncing off the walls.' They astutely support and challenge leaders in guiding the vision-led direction of the school. Leaders and governors are passionate in their commitment to the wellbeing and spiritual development of pupils and adults. This enables all to live well together in an inclusive and stimulating environment.

Inspired by the vision to nurture lifelong learning, leaders have developed a curriculum that champions individual identity and mutual respect. The carefully crafted curriculum embraces and affirms the wealth of faiths and cultures within the school community. For example, leaders actively promote the reading campaign 'I see myself in books.' They provide a wide range of reading materials that mirrors the diverse lives and experiences of the pupils. As a result, pupils feel affirmed and engaged. The school's Christian values weave through the curriculum, with symbols representing each value visible on displays and in pupils' work. Thus, pupils can identify the school's vision in their learning. For example, studies of women who have fought for equal rights inspire pupils to have hope for their future. Leaders carefully tailor the curriculum to meet the needs of the school's most vulnerable pupils. Focused on maintaining dignity and independence, adults skilfully support pupils with special educational needs and/or disabilities (SEND). As a result, pupils feel affirmed in their uniqueness, and are hopeful and happy learners. Spiritual flourishing infuses the curriculum and flows into the life of the school. Pupils and adults use a rich, spiritual language to describe connecting with oneself, others and the wider world. As a result, pupils understand and appreciate the importance of life's spiritual dimension. They value dedicated classroom and playground areas for self-reflection and self-directed stillness.

Collective worship is central to the spiritual flourishing of pupils and adults. Pupils speak of their inner peace when the candle lights, the music plays, the lights dim and all is still. Leaders comprehensively plan a selection of relevant Christian themes, sensitive to the wide range of faiths within the school. Pupils are inspired to reflect deeply on biblical teachings, relating themes to their own lives and nurturing spiritual growth. For example, when considering the actions of the Good Samaritan, pupils acknowledged the importance of extending love to those in need. Pupils and adults joyfully engage in prayer, singing and responses. The federation prayer plays an important part in uniting adults and pupils across its schools. A pupil worship group exemplifies spiritual leadership during worship, with members reading their own prayers and engaging with their peers. Pupils with SEND feel actively included, skilfully supported by adults and relevant resources, such as hand-held crosses. Pupils and adults value how clergy-led worship and regular visits to church bind the community together.

The school's vision of love and compassion fosters an environment of peace and calm. There is a unified culture where all are treated well. Relationships between adults and pupils are respectful. The school has achieved UNICEF's Rights Respecting School status, in recognition of its safe and nurturing environment. A culture of hope and aspiration is tangible within school. Pupils celebrate their unique talents, as they learn about inspiring figures from the past and present. For example, a recent visit from a partially sighted footballer enabled them to recognise that anything is possible. Staff appreciate the diverse needs of the community. As a result, parents and carers feel their children are safe and their voices heard. Leaders prioritise staff wellbeing. A counselling service is available for those who require additional support. Leaders allocate resources to enhance working conditions, for example, improving staffroom facilities. A wealth of collaborative opportunities for staff across the



federation actively supports professional and personal development. Thus, the staff are a united team, promoting love and inclusivity. They inspire respect within their pupils. The school's behaviour policy reflects the vision and values. Pupils are encouraged to reflect on the impact of their actions on the feelings of others. They discuss friendship issues within a culture of reconciliation and repair. As a result, pupils live well together and appreciate each other's individual worth.

Motivated by the vision of serving the community with compassion, leaders encourage pupils to take responsibility for others. Pupils take part in charitable activities, for example, raising money for world climate disasters and local food banks. Leaders have carefully planned the study of a range of courageous advocates across the curriculum. Thus, pupils have a well-developed understanding of justice, responsibility and equality on a local and global scale. They know that people can stand up for issues that they feel are unjust. However, pupils do not take action in their own right. As a result, their understanding of how they can make a positive difference in tackling issues that they see as unfair is underdeveloped.

Leaders have established RE as a priority subject in the school. A newly revised curriculum has spearheaded a fresh excitement that is prompting innovation within the subject. Training opportunities support teachers' understanding of the RE curriculum and enhance lesson planning. Valuable coaching sessions, provided by the vicar, enrich teachers' subject knowledge, particularly for those staff new to teaching. Recent monitoring by the RE subject leader rightly identified a lack of opportunity for pupils to record their independent reflections. Although the recently revised curriculum offers more opportunities for pupils to express themselves individually, this is in its early stages. Planned visits to the local church and other places of worship enrich the curriculum. In addition, a visit from the leader of the local gurdwara encouraged pupils to reflect empathetically when comparing religions. Thus, pupils speak knowledgeably about Christianity and a range of other world faiths, using vocabulary specific to different religions. As such, RE contributes significantly to pupils' sensitive appreciation for diversity of belief.

## Information

Address	Lincoln Grove, Chorlton-on-Medlock, Manchester, M13 0DX		
Date	17 September 2024	URN	105491
Type of school	Voluntary Controlled	No. of pupils	433
Diocese	Manchester		
Federation	St John Chrysostom Federation		
Headteacher	Gareth Elswood		
Chair of Governors	Miranda Hall		
Inspector	Judith Rainford		