

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Martin's C E Primary School

Address	St Martin's Road, Oldham OL8 2PY		
Date of inspection	3 October 2019	Status of school	Voluntary Aided
Diocese	Manchester	URN	105703

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

St Martin's C E is a slightly above average sized primary school. The vast majority of pupils are of White British heritage. The proportion of disadvantaged pupils eligible for extra funding through the pupil premium is well above the national average. The proportion of pupils whose learning needs are supported at school is broadly average and pupils with an Education, Health and Care Plan is well above average. The school has strong links with the local church community. It is in a soft federation with Woodhouses Primary School. An Executive Headteacher is in place.

The school's Christian vision

*Matthew 5:16 'Let your light **shine** before men, that they may see your good works, and glorify your Father which is in heaven'*

S – Spiritually and Socially Responsible
H – High Achievers
I – Independent
N – Nurtured
E – Empowered to Meet Life's Challenges

Key findings

- The Christian vision permeates every aspect of the school's daily life and significantly impacts on pupils' expectations and aspirations.
- The school's nurturing ethos and commitment to wellbeing ensures that every individual, including parents, feels supported and valued as a unique child of God. Pupils see school as a safe and happy place.
- The relationships in school at all levels, mirroring the distinctively Christian ethos, inspired and developed by the headteacher who provides very strong Christian leadership.
- The school's celebration of diversity allows the pupils to develop social responsibility and understanding with impressive maturity.

Areas for development

- To enable pupils to engage with the Eucharist in creative ways so they understand that it is an important part of Christian worship.
- To establish mutually beneficial links with schools in different parts of the world where innovative practice can be developed.

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

St Martin's distinctively Christian vision is established in the daily life of the school. It is understood and articulated by all stakeholders and fully drives the school's purpose. All decisions are made by following the Christian values and aspirations to enable everyone to 'shine'. The foundation scripture, Matthew 5 v16, '*Let your light shine before men, that they may see your good works, and glorify your Father which is in heaven*' provides the inspiration for the vision. It was developed in response to the context of the school which is one of significant social deprivation. Pupils are provided with necessary tools to develop social responsibility and have high expectations for themselves and others. With a growth mind-set, they develop independence enabling them to apply their learning to different contexts. They are challenged to achieve their personal goals. Adults understand their role to be that of nurturer, keeping pupils completely safeguarded. They are also a challenger, empowering pupils to have aspirations and strive to be everything God intends them to be.

The school's admission arrangements ensure that all are welcome, reflected in the excellent provision the school makes for the diverse needs of individual pupils. The rich and exciting curriculum, enhanced with varied extra-curricular provision, allows all (including disadvantaged pupils) to flourish and make progress from their starting points. These include sporting clubs where pupils develop team-building skills and cookery club where they learn about healthy diets and lifestyle choices. The pupils' excitement about learning and school life is reflected in high percentages of attendance and punctuality. Staff ensure that spiritual development is fundamental to their teaching, providing opportunities for deep and meaningful discussions. As a Stonewall Champion School the curriculum is bespoke and strong. It ensures that pupils learn about the wider world and the influence of significant people and role models who represent diverse communities. Pupils develop a healthy respect for difference and the ability to challenge any type of homophobic or racist behaviour. One pupil expressed that, 'People should be free to be who or what they want to be'. This inclusive outlook is shared and promoted by adults and pupils alike. All stakeholders demonstrate compassion and concern for justice in local, national and global settings as they support a number of charities. These include strong links with the charity 'Amana UK' that allows the school to financially support a boy from an African country. They fundraise to provide money for his education and send resources that will benefit his immediate community. This has helped develop pupils' understanding of global need and social responsibility and allowed them to see how they can empower others with their input, no matter how small.

The headteacher demonstrates strong Christian leadership, ensuring that staff understand current thinking in church school education. This influence extends to Woodhouses Primary School, with whom the school is in a soft federation. Support provided by the headteacher has begun to transform practice. This includes developing Woodhouse's Christian vision statement, ensuring that it drives the work of the school and defines its purpose. Governors of St Martin's demonstrate a high level of commitment and purpose. They are fully involved in the strategic monitoring of the school's work, holding all to account and providing necessary challenge. The Values and Beliefs Committee carry out monitoring activities to evaluate the Christian distinctiveness of the school including learning walks and scrutiny of pupils' learning.

Priority is given to the development of collective worship and religious education. The vicar leads worship weekly and attends classes to support learning in RE. He provides insight and expertise whilst ensuring the children know that he cares about their spiritual wellbeing and development. Many pupils who do not attend church say that he 'brings church to them'. A weekly act of worship is planned and delivered by the school's ethos group – 'The SHINE Squad'. They are recognised as being particularly spiritually mature. It is testimony to the school's commitment to celebrating diversity that members include pupils of faith backgrounds other than Christianity. They can make links between their own faith and Christianity with impressive maturity. Their attendance at the Bishop Bridgeman Ethos Conference has helped them develop their confidence in planning, delivering and evaluating worship. The importance of prayer and reflection is evident in classrooms and communal areas which are readily accessed by the pupils. Worship is inclusive and invitational and reflects the school's Christian vision and values. It is rooted in biblical teaching, Christian festivals and seasons and reflects Anglican practice. Pupils speak about the nature of God in age-appropriate terms. This is significantly supported by teachers who subtly but expertly refer to God the Father, Son and Holy Spirit in RE lessons and as other opportunities naturally arise. One such opportunity may be the introduction of Eucharist services for Key Stage 2 pupils in the near future.

There are opportunities for continuing professional development for teachers including an open invitation to enrol on the Professional Qualification for Middle Leaders in Church Schools. The impact of the headteacher's and RE Lead's attendance at RE hub meetings and conferences is that new practices in church school education are embedded at St Martin's.

The pastoral provision is a demonstration of the school's vision being lived out and having an impact on the whole school community. It is exceptional and seeks to support pupils and their families, often going above and beyond to meet their needs. Parents speak highly of the adults in the school and the commitment that is shown. Members of staff have the expertise to deliver a wide range of intervention strategies. The pastoral support worker provides personal development and nurture interventions as well as programmes such as 'Relax Kids' and bereavement and loss counselling. A private counselling service is employed to provide expertise support to pupils and staff, demonstrating that the mental health and the wellbeing of all stakeholders is of paramount importance. Staff are able to speak freely in the knowledge that their concerns are taken seriously and acted upon. They feel supported and valued and attribute this culture to the headteacher and to the school's distinctive Christian ethos.

The vision supports the moral development of pupils extremely well with behaviour management practices that seek to find the positives in everyone. There are weekly 'Family Time' sessions where the four different families across the whole school come together and rotate through a range of activities. These are designed to facilitate spiritual, moral, social and cultural development and promote unity and mutual respect. 'Reflection and Repair' time is devoted to pupils further developing their social responsibilities and learning to ask for and accept forgiveness. The 'Always Club' is in place for those pupils who always stay within the boundaries that the behaviour policy sets, acknowledging that good behaviour deserves rewarding.



The effectiveness of RE is Excellent

As a core subject the RE provision reflects the Church of England Statement of Entitlement. Following the 'Questful RE' syllabus and launching lessons with 'Big Questions', RE teaching is never less than good and often outstanding. The creative ways in which RE is taught allows pupils to explore the Bible and other texts and develop higher order thinking. As a result, pupils are able to challenge their own and others' religious and spiritual convictions and respectfully articulate differing points of view. RE is assessed half termly and achievement is in line with other core subjects. It is evident that all pupils, regardless of their ability, make at least good progress in their learning and standards are at least in line with national expectations.

Headteacher	Helen Woodward
Inspector's name and number	Joanne Abram 931