

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

## Radcliffe Hall Church of England/Methodist Primary School

Bury Street  
Radcliffe  
Manchester  
M26 2GB

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**      **Good**

### School's vision

With love and guidance, children become curious, successful individuals who flourish in their community.  
We provide a school culture ensuring children are ready to learn and support one another.  
Our environment is rooted in our Christian values.  
Children become respectful, purposeful, independent, responsible learners because they know they are loved.  
This is based on Corinthians 16:14, 'Let all that you do be done in love.'

### Key findings

- Leaders have developed and embedded a distinctly Christian vision. This is strongly underpinned by Christian values and woven into every aspect of school life. There is a clear, shared understanding of the vision.
- Leaders are committed, positive role models. The outstanding leadership of the vision from the Headteacher has a major impact on relationships, aspirations and well-being. All members of the school community know they are loved and are flourishing with pride and confidence.
- Collective worship further explores the understanding of the Christian vision and values. It develops pupils' spiritually through prayer, reflection and praise. The Methodist pastor is key in developing provision. Pupils gain knowledge of the teachings of Jesus and the Bible as a result. However, pupils currently have limited opportunities to plan, lead and evaluate worship.
- The way the school develops pupils' characters is impressive. Pupils take on leadership roles with pride and enthusiasm. Christian values shine through their work. Their passion and commitment to the vision manifests itself in them 'Doing all the good they can, in all the ways they can.'
- Religious Education (RE) is well led and managed. Clear systems are in place to support teachers with planning and assessment. RE gives pupils a good understanding of Christianity and a range of religions and beliefs.

### Areas for development

- To develop a shared understanding of what spiritual development means to this school. This will ensure that opportunities to grow spiritually contribute to the continued flourishing of pupils and adults.
- To further develop the participation of pupils in the planning, delivery and evaluation of collective worship. This will allow pupils to directly influence, impact on and transform the lives of others.

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

Strong Christian leadership and productive partnerships drive and reflect this school's clear Christian vision. It is intrinsic to every aspect of the school's work. The Biblical roots of the vision are at its heart. Staff say leadership and vision have led to 'phenomenal' changes and improvement. Pupils feel challenged and supported to achieve their best. Staff work as a strong team and morale is high. The commitment to the vision from the school community has been significant to the flourishing of all. The vision shapes key policies and development plans. It is not yet embedded in all policies. Robust systems enable trust members to evaluate the school's effectiveness as a Church school.

'Love comes first' is the mantra that sustains and motivates the school's work. High expectations and aspirations are the norm. The curriculum is crafted to meet the needs of all pupils. There is, however, a lack of planning for spiritual development. Adults' definition of spiritual development is unclear. Leaders effectively target resources to allocate support and intervention. This helps vulnerable pupils and those with additional needs to access the curriculum and flourish. Personal well-being is a priority. Leaders go above and beyond to support staff, who feel cared for. The school community is 'watching over one another in love'. New staff feel welcomed and 'drawn in'. Induction includes training on the school as a Church school.

Parents are overwhelmingly complimentary about the school. They say their children are proud to represent their school, for example, on the Rainbow Council. Some parents report that Christian values 'shine through' at home. Parents say the school respects everybody and encourages exploration of different faiths and beliefs. During the pandemic the school was seen as a 'beacon of hope'. Staff lived out the vision delivering food and contacting pupils. Parents in need felt listened to and supported. On-line worship sustained the school community, providing a sense of togetherness. It ensured families continued to feel loved and flourish during this difficult time.

Invitational and inclusive collective worship develops spirituality of pupils and adults. There is pure joy as pupils sing the faith in the Methodist tradition. Pupils value worship as a shared time to reinforce and celebrate their values. Big questions link to the wider curriculum and core concepts are explored. Pupils confidently lead prayer, including John Wesley's prayer. This has a positive impact on spiritual growth. Pupils' engagement in planning, leading and evaluating worship is underdeveloped.

Respect for all ensures all God's children are valued. This is evident in relationships and the curriculum intent. Pupils have a voice through courageous advocate groups. Pupils connect fundraising to the vision, raising money for local, national and global charities. They say 'We want all communities to be better.' Ownership of the vision is seen as a shared responsibility. As a result, pupils are not afraid to challenge injustice. Pupils talk eloquently about forgiveness and reconciliation. One pupil said, 'I forgave them because everybody has a bit of goodness in them.' Pupils have a good understanding of equality and diversity. They insist everyone be treated the same saying, 'It's what's inside that matters.'

The RE lead has put effective systems in place to ensure RE reflects the school's vision. The curriculum shows clear progression of skills and incorporates teaching about Methodism. An assessment system is being implemented. This means planning develops pupils' knowledge well and teachers know how they are progressing. Opportunities for professional development and sharing good practice are established.

### Contextual information about the school

Date of inspection	19 October 2021	URN	147159
Date of previous inspection	20 November 2014		
School status	Academy inspected as VC	NOR	277
Name of MAT	Christ Church CofE Multi-Academy Trust		

Diocese Methodist District	Manchester Bolton and Rochdale		
Headteacher	Emma Ford		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs is above national averages.		
Additional significant information	The school was put into special measures in 2018, became part of a multi-academy trust and appointed a new Headteacher.		
Inspector's name	Anne Barker	No.	959