

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

## Godfrey Ermen Memorial Church of England VA Primary School

### Vision

Looking to the future from the foundations of our past. Reflecting on our Christian foundation, the Bible reminds us through St Paul's letter to the Thessalonians:

"Therefore encourage one another and build each other up, just as in fact you are doing." 1 Thessalonians 5:11

By honouring God and our trusted foundation, we desire to live out our values by encouraging each other to work together, serving God and our community, to be the best we can be for ourselves, our families, our community and the wider world.

### Strengths

- Committed leaders and governors established a well-defined Christian vision ensuring everyone flourishes together.
- Collective worship is inspiring, engaging and provides the opportunity for spiritual development.
- Dedicated staff are unwavering in their nurture and support of pupils. They thrive in a loving, inclusive Christian environment.
- Relationships within the school are strong and wellbeing is a priority.
- Religious education (RE) is well led with a high-quality curriculum. As a result, pupils make strong progress in the subject.

### Development Points

- Embed further understanding of spirituality so that pupils develop spiritually in all aspects of the curriculum.
- Extend opportunities for pupils to explore injustice and inequality in the wider world. This is to support them to make informed decisions when leading social action projects.



## Inspection Findings

Godfrey Ermen Memorial Church of England Primary School is a warm and welcoming Church school serving an increasingly diverse community. Leaders and governors have recently reviewed the Christian vision. This is at the centre of all decision making. The vision is deeply rooted in the foundations and history of the school. It focuses on the Christian value of encouragement and this permeates the school at all levels. Leaders, including governors, understand the needs of pupils in the context of their wider community. The golden rule, 'treat others how you want to be treated', underpins school life. The school's PRIDE values are personal excellence, respect and friendship, inspiration and innovation, determination and resilience and equality. Staff and pupils model these values in their daily actions and the school community encourage one another 'to be the best we can'.

Leaders designed an inclusive curriculum, which reflects the vision and context of the school, encouraging a love of learning. Governors share leaders' ambition for all pupils to succeed. Pupils feel included and staff use a wide range of strategies to ensure that barriers to learning are overcome. Pupils contemplate school values and are not afraid to make mistakes. Extracurricular activities provide experiences that widen horizons for pupils. They speak of opportunities such as football, drum fitness, drama, choir, arts and crafts with enthusiasm. Pupils rise to the challenges these provide. The school uses an area within the local community to enhance outdoor learning. This enriches spirituality and allows pupils to explore the natural world. However, opportunities for spiritual development are not routinely embedded across the curriculum.

Collective worship is a valued part of daily school life. It follows four core elements: gathering, engaging, responding and sending. In worship, pupils and adults flourish spiritually through the integration of the values. The school draws on strong partnerships with the diocese to support the delivery and planning of collective worship. Leaders foster a culture of celebration and stillness and utilise reflective questions effectively. Worship provokes pupils to think deeply about how Bible teachings relate to their own lives. Pupils and staff are invited to take part in worship. Familiar activities, such as pair talk, allow pupils to engage and feel involved. Pupils take part in well-established routines, including prayer and the lighting of candles, embracing the shared community experience. They listen attentively, offer thoughts and responses confidently and sing with joy. Collective worship at Godfrey Ermen provides a safe space for spiritual development and gives the opportunity to reflect or pray. Classrooms have age-appropriate reflection areas to support pupils to engage further with worship themes and shape their own thoughts. In Year 6 the reflection area includes 'the suitcase of life'. This supports pupils to discuss the values and qualities they need to help others. Links with the church enhance inspirational worship by pupil participation in services at St Michael's and All Angels with St Catherine's Church throughout the year.

There is an open-door policy for all members of the school community. The culture of inclusion and care ensures a nurturing environment. The school vision encompasses the importance of 'encouraging each other to be the best we can be'. There is a strong sense of community. Staff are a close team who take good care of one another. Pupils understand the clear expectations for behaviour, linked to the school values. Leaders make good use of the limited outdoor space. Playtimes are well organised and a wealth of activities engage pupils. Wellbeing is a priority with a wide range of practical support and services. Many of these approaches are bespoke according to individual needs. Careful thought is given to improve attendance. The recent appointment of the school's attendance lead has already shown impact. Staff listen, help and support families. Parents appreciate the proactive approach to tackle issues, no matter how big or small. They recognise how their children are empowered to try to resolve problems themselves. Therefore, they are well supported in school to do this.

Pupils recognise the positive contribution that they can make to those around them in their school community. They are encouraged to think about how they take responsibility in school and beyond. They value the opportunity to serve as school councillors and talk proudly about improvements made. Pupils wanted a space for Sports' Day that was more useable than the school playground. They used the local park and carried out a



litter pick to improve the environment. Families are keen to support the Harvest and donate to the local foodbank and describe how they 'want to give something back'. As a result of these actions, pupils actively make meaningful changes to the school and local community. However, pupils have limited exposure in recognising issues of injustice and the actions they can take to bring about change.

RE has a high priority in the school's curriculum. Leaders have a strong vision for the subject and the curriculum is clear and progressive. It is tailored to the needs of pupils and reflects the context of the community. The breadth of the curriculum enables pupils to develop an understanding of a range of world religions. They are given opportunities to consider diversity, faith, and culture. Pupils talk enthusiastically about RE. One pupil talked about how they felt all faiths are respected in the school. Therefore, when her class are taught about Hinduism, she feels valued in sharing her personal experiences. High quality resources are used in lessons. In Reception classes, pupils take part in discussions about how Christians are welcomed to the church through Baptism. They are able link Baptism to how they welcome new pupils to the school community, demonstrating kindness to others. Through the use of a range of resources, questioning and discussion, pupils engage well in lessons.

The school accesses diocesan training to support the teaching and delivery of RE. This provides effective guidance for teachers. Staff demonstrate thorough subject knowledge in RE and have high expectations of pupils. High-quality learning is reflected in books, which demonstrate the creative way the subject is taught. Leaders and governors are active in evaluating RE. Monitoring activities include pupil voice, learning walks and book checks. Outcomes of this are regularly fed back to staff by the RE lead, ensuring continuous professional development. Teachers make effective use of assessment activities linked to each unit of work. Leaders collate this information to assess standards and identify the next steps in development of the subject. Pupils are proud of the work they do in RE and make strong progress.

## Information

Address	School Rd, Eccles, Manchester, M30 7BJ		
Date	07 October 2024	URN	105946
Type of school	Maintained Voluntary Aided	No. of pupils	427
Diocese	Manchester		
Headteacher	Julia Kinch		
Chair of Governors	John Mullen		
Inspector	Kim Farrall		