

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

### Christ Church Church of England Primary School

#### Vision

‘But continue to grow in the grace and knowledge of our Lord Saviour Jesus Christ.’ Peter 3:18

Our vision is theologically rooted in a quote from the letters of Peter where we are encouraged to show GRACE in all we do, GROW both spiritually and intellectually and impart and use our KNOWLEDGE to fulfil our lives both at Christ Church and beyond.

Christ Church Church of England School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- Leaders have created a warm and welcoming school inspired by the vision and lived out through the values. Pupils and adults feel included and watch over each other with kindness and care. As a result, relationships are exemplary.
- Christian leadership is strong and nurturing, leaders are responsive to support and address emerging challenges within the school community. This is the driving force that enables pupils and adults to flourish.
- Collective worship is a treasured part of the school day. It is welcoming and motivating, and enables both adults and pupils to live out the visions and values.
- Religious education (RE) is well planned and enables curiosity which drives the curriculum. Reflective questions provide space for deep thinking and appreciation of world faiths, including Christianity.
- Support from Sycamore Trust is highly valued and enriches all areas of school life. Its shared moral purpose with the school strengthens the Christian vision and removes barriers so that pupils can achieve well.

#### Development Points

- Further develop use of assessment in RE in order to identify next steps which inform teaching and curriculum development.
- Build on current evaluation practices to monitor the impact of collective worship. This is to strengthen leaders understanding of its impact and effectiveness in enabling pupils and adults to flourish spiritually.



## Inspection Findings

### Vision and Leadership

Christian kindness and love flow through the life of the school. The well-established Christian vision is understood and embraced. It guides governors and leaders' decisions and shapes their understanding of the community they serve. Leaders carefully evaluate the impact of the vision. Regular learning walks, for example, review how the vision is embodied across the school, including, in displays and pupil voice. Adults support pupils' growth in all areas, nurturing confidence and self-belief, enabling them to flourish. The vision is expressed through carefully chosen values, inspiring pupils to live it out daily. Pupils shared examples of showing love at home when helping parents and perseverance when completing homework tasks. Through Bible stories like the Good Samaritan, leaders teach pupils how kindness and respect create positive change. Adults flourish because leaders nurture and care for them, ensuring they feel valued. Staff access professional development opportunities, including Sycamore Trust forums, diocesan training and national qualifications. These opportunities strengthen staff skills and confidence, allowing them to demonstrate growth, grace and knowledge for pupils. In turn, pupils' academic development and wellbeing are enhanced.

### Vision and Curriculum

Leaders ensure the Christian vision shapes the curriculum, creating opportunities for pupils to flourish academically and spiritually. The inclusive curriculum reflects the ethos of 'growing and learning together in Christ,' with values carefully woven throughout. Individualised support ensures that pupils deemed vulnerable and those with special educational needs and/or disabilities (SEND) flourish alongside peers. Pupils consider how historical figures, such as Henry VIII, shaped life today and whether their actions reflect school values. Spiritual development is central to the curriculum. Forest school enables pupils to appreciate creation and respect creatures in their habitats. Pupils recognise that experiences of faith differ for each individual and share their own thoughts openly and thoughtfully. Adults embrace unplanned moments of awe and wonder with pupils. For example, geese flying in a V shape prompted reflection on wisdom and perseverance. Big questions such as, 'should fireworks be changed to protect wildlife?' provoke thought and debate. Pupils enjoy discussion, valuing viewpoints different from their own. Staff hold high aspirations and nurture pupils' unique talents. Therefore, they are well prepared for life beyond school. A rich variety of extra-curricular activities, including trust wide sports and cooking, further support holistic flourishing. These opportunities positively impact pupils' confidence and enjoyment of school.

### Worship and Spirituality

Collective worship is rooted in Christian values: love, hope, perseverance, wisdom, kindness and respect. Strong partnerships with the local church and diocese, supports worship planning and development. Pupil value ambassadors regularly lead worship, showing deep understanding of values and their biblical foundations. For example, hope was explored through Noah's Ark, fostering pupils' leadership and faith in action. By planning and leading worship, ambassadors flourish spiritually, reflecting on scripture and inspiring others to live Christian values. Worship often links to current events, helping pupils reflect on God's creation and global issues. Carefully chosen music enhances worship, offering moments of stillness and space for contemplation and spiritual flourishing. Clergy are actively involved in school life. They lead worship, nurturing faith and spiritual development for pupils and adults. The Big Frieze, created collaboratively by pupils, staff and clergy, visually connects Bible stories to God's big story. Parents value the coming together of the school community to celebrate Christian festivals, including Easter and Advent. Leaders routinely monitor collective worship including pupil voice, and use it to promote the school's vision and values. Evaluation of its spiritual impact is developing, with leaders beginning to explore how worship enables pupils and adults to flourish.

### Vision and School Culture

Love, kindness and respect are at the heart of positive relationships and shape the school's inclusive and nurturing culture. This is evident in pupils' exemplary behaviour and calm, focused attitudes in lessons. Adults and pupils speak with pride about the welcoming ethos, where everyone feels known and valued. Staff work with dedication to establish strong foundations for learning, enabling pupils to grow academically and



personally. The curriculum includes strategies such as mindfulness, which promote emotional wellbeing. Pupils with additional needs are fully included and experience success through tailored provision and thoughtful interventions. They know who to turn to for guidance and feel confident seeking help when needed. High participation in extra-curricular activities reflects pupils' enjoyment and sense of belonging. Staff feel cared for and that their wellbeing is prioritised. Those who have been through difficult times speak warmly of the help they have received from school and the trust. In this way, the school ensures a culture of support. School is recognised as a place of sanctuary, where new families are warmly welcomed into the community. Pupils understand that God made everyone unique; as one child explained, 'we are all special to God and each other.' This belief underpins a culture where all are treated with dignity and respect.

#### Religious Education

RE is effectively led and holds a high priority within the curriculum. Leaders prioritise training, including diocesan support, enabling teachers to confidently deliver lessons. The curriculum is well-sequenced, promoting deep thinking and encouraging pupils to question and challenge ideas. It includes a balanced mix of views and world faiths, including Christianity. Pupils speak knowledgeably about places of worship and why Christians believe in God. Pupils eagerly share personal experiences of faith, such as bringing in artefacts to share when learning about Islam. RE is well resourced; knitted Nativity figures help younger pupils recall the story of Jesus' birth. Strong church links enhance RE, including visits to role-play a baptism and deepen understanding. Monitoring by leaders is effective, leading to curriculum revisions that better meet pupils' needs. This enables pupils to connect more deeply with their learning, enriching their understanding of the subject.

Teachers plan engaging lessons that provide high quality learning experiences, enhancing pupils' motivation and enjoyment. Pupils look forward to RE and value questions like 'Why does Christmas matter?' which prompt deep, reflective thinking. They respect others' opinions, even when these differ from their own. Leaders' moderate standards of work, ensuring consistency and progression across the curriculum. Teachers assess lessons and end-of-unit outcomes, supporting pupils' engagement and understanding. However, strategic use of this information by leaders to inform curriculum planning and next steps is still in the early stages.

#### Vision, Justice and Responsibility

Justice and responsibility flow from the vision to 'grow in the grace and knowledge of our Lord and Saviour Jesus Christ.' This inspires pupils to act with compassion, integrity and a deep sense of moral purpose. The values of kindness and hope, promote a strong culture of care and responsibility. Pupils live out the vision by supporting one another. Older pupils serve as buddies to younger ones, while playground leaders help build friendships. These practices nurture a culture of love and respect. Approaches such as the 'thinking bench' encourage pupils to reflect on their actions, fostering forgiveness and personal growth. Leadership roles, including school council, eco council and sports council, develop pupils' sense of responsibility and agency. They take meaningful action to improve the lives of others. For example, choosing to support WaterAid to reflect their belief in every child's right to clean water. Pupils actively care for their local environment, recognising their role in protecting God's creation. They demonstrate stewardship through regular litter-picking, motivated by a desire to set an example and inspire pride in shared spaces.

## Information

Address	Church Street, Walshaw, Bury, Lancashire, BL8 3AX		
Date	17 November 2025	URN	144408
Type of school	Academy	No. of pupils	207
Diocese	Manchester		
MAT	The Sycamore Trust		
MAT Chair	Mark Granby		
Executive Head	Martin Van Hecke		
Head of school	Kay James		
Chair of Governors	Katherine Ashworth		
Inspector	Elizabeth Peacock		