

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Altrincham Church of England Aided Primary School

Vision

At Altrincham Church of England Primary, we are rooted in the love of Christ, nurturing each pupil's unique gifts and potential. Together, we grow strong in faith and character, bearing fruit in our community as we learn, support one another, and blossom into the best version of ourselves.

Grow Strong and Bear Fruit.

Altrincham Church of England Aided Primary 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

- The school's distinctively Christian vision drives purposeful action towards continual improvement. This, coupled with a shared understanding of the community's specific needs, results in pupils and adults flourishing.
- Relationships are shaped by the example of Jesus Christ, underpinning the work of the school. This results in a culture of love, dignity, and inclusion. Pupils and adults are valued for their unique gifts, enabling them to be the best version of themselves.
- Collective worship is a joyful and sacred time that is thoughtfully planned. It offers meaningful opportunities for spiritual flourishing by bringing the Christian vision to life.
- Pupils develop a strong understanding of justice, compassion, and service by following Christ's call to love their neighbour. They are given a meaningful voice and supported by leaders to turn their intentions into action. As a result, pupils have a transformative impact on their local community and beyond.
- Leaders' understanding of the interconnectedness of spirituality and the curriculum is secure. This enhances pupils' understanding across subjects, supporting their personal growth and sense of purpose.

Development Points

- Develop more systematic monitoring and evaluation of religious education (RE). This is so leaders, including governors, have an accurate understanding of the effectiveness of the curriculum over time.
- Reshape the assessment system in RE. This is to help teachers better understand what pupils know and how well they remember it.
- Enhance pupil understanding of the differences within faiths and worldviews, including Christianity. This is to deepen their understanding of other people's beliefs and practices.



Inspection Findings

Vision and Leadership

Altrincham is an inclusive and loving school where pupils and adults are cherished. Leaders understand the unique context of their school and have shaped a vision that transforms lives. Linked to the biblical parable of the sower, the commitment to ensuring no one is left by the wayside is clear. In times of difficulty, leaders show courage and remain steadfast in their Christian approach. This consistency nurtures a supportive culture firmly rooted in the school's Christian foundation and values. The environment itself reflects this vision, with collective artwork making faith and community visible across shared spaces. Core values of courage, koinonia (Christian fellowship), thankfulness, and dignity flow from the vision and shape everyday relationships. These values are lived out in the actions and interactions of pupils and adults. Professional development empowers staff to grow in confidence, strengthen their skills, and bear lasting fruit. Rooted in its Christian vision, the school equips pupils with the resilience and moral purpose to navigate life beyond school.

Vision and Curriculum

Staff are ambitious for pupils to succeed academically, spiritually and socially. The curriculum reflects the school's Christian vision to nurture each pupil's unique gifts and potential. Pupils are encouraged to grow in character by exploring relationships with themselves, others and God. Themes reflect cultural diversity, promote moral reflection and invite deep questioning about right and wrong. Pupils respond thoughtfully in a Christian manner while learning to disagree respectfully and value difference. A diverse library ensures pupils feel seen and supported, enabling them to learn with confidence and resilience. Extracurricular opportunities are rich, offering space to develop talents and serve the community. The church enhances this by welcoming families daily, creating a shared sense of belonging. In Early Years, teachers model clear routines that prepare children for their education ahead. In this way, the curriculum develops the courage required for pupils to blossom into the best version of themselves.

Worship and Spirituality

Collective worship is central to school life and a powerful vehicle for spiritual development. It fosters belonging and unity, strengthening the community. Worship reflects Anglican traditions, is carefully planned, and inspires meaningful action. In partnership with the diocese, pupils are trained as child chaplains who lead worship and school projects. They empower their peers to grow strong in faith and character, whilst deepening their own sense of purpose to serve. Guided by the vision that no one is overlooked, leaders ensure inclusivity. They embed creative practices through art and music to allow pupils to engage meaningfully. Strong partnerships with the church enrich worship and deepen spiritual understanding. 'Time to ponder' is used effectively, enabling pupils and adults to pause, reflect, and grow in character. Reflection draws on biblical stories and current affairs, linking school values with lived experience. Pupils are equipped to challenge stereotypes and value equality, peace, and reconciliation. Singing is a particular strength, expressing school values with joy and unity. Pupils and adults join together as a choir and perform in the community. This shared experience further nurtures inclusion and supports spiritual flourishing. Prayer is consistently invitational and choices are respected. Pupils engage willingly while others provide the silence and stillness to support them.

Church School Ethos and Culture

The vision creates an environment of inclusion where, irrespective of background or need, the dignity and worth of each individual are upheld. This ethos is evident in daily interactions, as pupils warmly welcome newcomers and celebrate differences. Through the curriculum, pupils understand the challenges faced by families who do not have English as their first language. Many pupils apply to become young interpreters, eager to serve the school by supporting their peers. Pupils learn to disagree respectfully and show emotional intelligence, giving others time and space to reflect when needed. Staff feel valued and respected, which enables them to grow strong in faith and character. They, in turn, guide pupils to develop their unique gifts and reach their full



potential. Parents feel their voices matter as issues are addressed promptly and with understanding and fairness. Strong partnerships with the church ensure the school is outward facing and forward thinking. Trauma-informed approaches build on this foundation, fostering harmony and positive wellbeing. Staff actively collaborate with outside agencies, offering tailored support to families in need. This inclusive culture helps pupils and adults flourish together, bearing fruit within school and the wider community.

Justice and Responsibility

The school's vision nurtures empathy and a commitment to justice, inspiring pupils to serve others and improve their community. Pupils show compassion to local and national refugees and asylum seekers through raising awareness and leading funding and donation drives. These actions help vulnerable families feel welcomed, valued, and practically supported during times of challenge. Pupils also protect the environment through recycling initiatives and sustainability projects that encourage responsible stewardship of resources. Their work ensures the school community recognises the importance of caring for the environment. Pupils understand, through their forest school, how nature is a living reminder of creation, renewal, and their own capacity to grow. Pupils promote justice and safety by campaigning for sustainable travel, encouraging families to walk or park-and-stride. Their work has secured bike and scooter shelters for school. Determined to bear fruit in the community, pupils wrote to the council to secure safe crossings and traffic calming measures. Consequently, they arrive at school safely, and with a calm start. These initiatives demonstrate pupils' ability to create meaningful, lasting change. They reflect with pride on the outcomes, knowing their fellowship brings fairness, safety, and hope to the wider community.

Religious Education

The RE curriculum is carefully sequenced, enabling pupils to build securely on prior learning and ask big questions. Lessons provide a safe space for pupils to share views, challenge perspectives respectfully, and value difference. As a prioritised subject, RE is a strong expression of the school's Christian vision. Through this, pupils gain substantive, disciplinary, and personal knowledge. Leaders regularly review the curriculum to ensure its content is well balanced. Partnerships with the diocese and local schools provide high-quality training and resources, strengthening staff subject knowledge and practice. However, there is limited insight into how staff professional development impacts curriculum effectiveness within the school's unique context. The subject leader ensures RE has a central place in school life, supporting colleagues with resources and guidance. As a result, pupils recognise the value of RE in broadening their perspectives.

RE lessons are purposeful and engaging, with teachers using debate, artwork and e-books to deepen pupils' thinking. Pupils apply religious vocabulary with confidence, and work in pupil books shows that concepts are developed over time. End-of-unit assessments provide useful feedback about how effectively pupils have engaged with the current topic. However, school leaders are unclear about how well prior knowledge has been remembered. This limits their understanding of the long-term impact of RE teaching. Pupils show a broad understanding of a range of religions and worldviews and make meaningful comparisons. They understand that Christianity is a global faith, though they are less secure in recognising the diversity within it. This pattern is consistent across other religions, as pupils do not fully appreciate that practices and beliefs can vary significantly among followers. Even so, pupils approach RE with curiosity and respect, demonstrating they are thoughtful, reflective learners who value difference.

Information

Address	Townfield Road, Altrincham, Greater Manchester, WA14 4DS		
Date	25 September 2025	URN	106341
Type of school	Voluntary aided	No. of pupils	210
Diocese	Chester		
Executive Headteacher	Samantha Halliwell		
Chair of Governors	James Chillman		
Inspector	Lisa Draper		