

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

### St Philip's Church of England Primary School

Loxford Street, Hulme, Manchester, M15 6BT

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Manchester</b>
Previous SIAS inspection grade	Outstanding
Local authority	Manchester
Date of inspection	23 November 2017
Date of last inspection	December 2012
Type of school and unique reference number	Voluntary Aided 105509
Headteacher	Paul Edwards
Inspector's name and number	Gillian Rhodes 657

#### School context

St Philip's is a smaller than average primary school situated in an inner city area of high deprivation. The percentage of pupils eligible for free school meals is more than double the national figure. The number of pupils with special educational needs is above the national average. Pupils come from a wide range of ethnic and cultural backgrounds and over 40% have English as an additional language. Since the previous inspection there have been a significant number of staff changes. The headteacher was appointed in January 2017. A new bursar, deputy headteacher and several teachers have been appointed since then.

#### The distinctiveness and effectiveness of St Philip's as a Church of England school are good

- Clearly expressed Christian values of respect, peace, humility, forgiveness and love ensure high standards of behaviour and positive relationships throughout the school community.
- The vision of the headteacher for the school as a family rooted in faith and common values results in an ethos of harmony and hope shared by all groups in the community.
- The wide range of faiths within the school family generates a strong community ethos which extends and enriches pupils' perceptions of Christianity as a living, multi-cultural world faith.
- Religious education (RE) has a high profile in school and effectively develops pupils' knowledge and understanding of diverse faiths and shared values.
- Pupils' achievements and aspirations are enhanced by links which are being forged and strengthened between the school and the church and with local organisations and educational settings.

#### Areas to improve

- Extend monitoring of collective worship to include all groups in the school community in order to fully evaluate its influence on the life of the school and its pupils.
- Build on the contributions made by pupils by providing opportunities for them to plan and lead collective worship, in order to enhance their spiritual awareness and understanding.
- Further develop systems of monitoring and evaluation of standards in RE to ensure teaching and learning are consistently of the highest quality across the whole school.
- Embed the inclusion of identified opportunities for spiritual development across the whole curriculum so that they contribute fully to the spiritual, moral, social and cultural (SMSC) development of pupils.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The core values which underpin all aspects of life at St Philip's are the Christian values of respect, peace, humility, forgiveness and love. There is a strong emphasis on the commonality of these values both in the faiths of this diverse community and in British values. The Christian foundation of the school is clear, with values displayed and expressed in terms of God's love. The ambitious vision of the headteacher for a harmonious community with unified values is shared by pupils and staff and acknowledged across the school family. As a result pupils behave very well and relationships between all groups in the school community are positive.

Pupils' level of development on entry to the school is frequently well below national age-related expectations. From their starting points pupils make very good progress as they move through school and attain in line with national expectations at the end of Key Stage 2. Attendance is close to the national target. The role of the school's family liaison worker is instrumental in reducing absence, handling any issues and problems with compassion and practical support. Earlier morning school opening times, lunchtime nurture groups and Lego therapy also contribute to improving attendance and removing the need for exclusion.

Spirituality is clearly defined and opportunities are being identified and included across the whole curriculum for pupils to develop spiritual as well as moral, social and cultural understanding. Additional experiences such as clubs, visits and visitors increasingly enhance this provision but further development of this area is needed. Pupils' aspirations are being encouraged through contacts and co-operation with other schools and Manchester College. Opportunities for parents to develop skills are also provided through these links.

St Philip's is a warm and welcoming school. Pupils and staff are helpful, caring and respectful of each other across a wide range of ethnic, cultural and faith traditions. Through the school's emphasis on respect and their learning in RE, pupils have good understanding of diversity and difference in the faiths they follow and study. They have living examples in their community of the multi-cultural, global nature of Christianity and demonstrate understanding and respect for this diversity. The importance of RE is understood and described by pupils and staff. They enjoy the creativity of using drama and art in RE lessons to explore their personal responses and ideas.

### **The impact of collective worship on the school community is good**

Collective worship is an important part of every school day. Pupils and staff recognise its value and enjoy participating. Pupils describe the impact of the emphasis in worship on Christian values and how they relate to personal values and beliefs. One pupil explained, 'We can all be more confident in our own faith as we learn about values and worship brings us all together.' At the time of the previous inspection, significant numbers of pupils were withdrawn from collective worship. Current leaders emphasise shared values and respect for the value systems and beliefs of a wide range of faiths. In addition, the Christian context and foundation of the school is clearly explained to parents. As a result, a very small number of pupils are now withdrawn from worship.

The Anglican calendar, Christian festivals and Bible stories form the basis for collective worship themes. These are supplemented by key dates and celebrations from other faiths and linked stories from other sacred texts. Anglican tradition is evident in the use of the Lord's Prayer and in the vestments of the local team rector who leads weekly worship in school. The headteacher leads worship each week to introduce and develop worship themes. When asked about familiar Bible stories, the children recalled stories from the Old Testament, the current biblical focus for whole school assemblies. The cycle of planning for worship includes the life and teaching of Jesus. Themes develop understanding of His importance for Christians. They do not as yet develop understanding of the Christian concept of God as Father, Son and Holy Spirit.

Prayer is an essential element of worship at St Philip's, both in collective worship and in private moments of reflection in the areas set aside for this in classrooms. Pupils explain prayer as 'talking to God'. A lunchtime group known as God's Angels meets regularly for prayer, praise and faith linked fun activities. Membership of the group is voluntary and its activities are very popular. God's Angels often read prayers they have written in acts of worship. They worked together to help with a Christingle assembly in school. Pupils do not yet have opportunity to promote their spiritual development by planning and leading worship independently. This is, however, a specific aim of school leaders' action plans for the development of collective worship at St Philip's.

As well as the headteacher and rector, class teachers lead worship twice weekly in their classes. Plans for this are drawn up by the headteacher in order to ensure consistency of themes across the school. Pupils visit the nearby Church of the Ascension for worship at Christmas and other key times in the Christian calendar.

Feedback on worship currently prompts changes and developments but monitoring and evaluation does not yet include all stakeholders. Pupils are encouraged to take their learning from worship into their school and wider lives but the impact of worship is not yet fully evaluated.

### **The effectiveness of the religious education is good**

RE is a unifying force in the school, developing knowledge of Christianity and other world faiths, studying differences and embracing commonality. In Foundation Stage, 'Chatterboxes' are used effectively to stimulate pupils' ideas and personal responses to learning about special people and events. Festivals from Christianity, Islam and Hinduism are highlighted and provide good opportunities for pupils to learn about faith practices and share experiences. In Key Stages 1 and 2 the 'questful' approach of the diocesan syllabus is used to good effect. Key Stage 1 pupils enjoyed their own creative experiences when studying creation stories from Christianity and Hinduism.

Pupils' work demonstrates how they are encouraged to consider questions of meaning and purpose. In a Year 6 lesson pupils considered the question 'What is faith?' and shared their ideas with confidence. One pupil explained, 'Faith is when you believe and trust in something.' An atmosphere of fun and mutual respect, coupled with pupils' engagement in analysing and reflecting on the question and their own responses, created a strong spiritual dimension to their learning. Year 1 children considered the question of giving, reinforcing discussion of the values of generosity, humility and love.

Class RE scrap books demonstrate the effective use of drama and art to engage and challenge pupils. However, evidence from their individual books showed some variation in the degree of challenge offered to pupils when recording their learning.

Assessment of learning in RE forms part of the whole school assessment system. Standards are at least in line with achievement in other core curriculum areas and sometimes higher. RE is well led by a dedicated subject leader who is passionate about the subject, the school and its pupils. Monitoring and evaluation of RE is used to draw up action plans which focus on identified areas for development. Consistency in the quality of teaching and learning and a high degree of challenge for all learners is one such area. The RE subject leader is well supported in her role by senior leaders. Recent training in the revised RE syllabus and the 'Understanding Christianity' resource ensures that she is up to date with developments. Consequently she is confident in supporting teachers as they deliver RE to their classes.

### **The effectiveness of the leadership and management of the school as a church school is good**

Since his appointment in January 2017, the headteacher has articulated and modelled a consistent, clear vision for the development of St Philip's and its pupils which is rooted in the Christian foundation and values of the school. The impact of this vision on the lives of pupils and on the life of the school is recognised by pupils and parents. Staff and governors are growing in confidence as leaders. Monitoring systems are in place and governors and senior leaders are increasingly and more systematically involved in evaluating the impact of the Christian ethos on the school community. Under the ambitious leadership of the headteacher and the recently appointed deputy head, there is capacity for continued improvement in the distinctiveness and effectiveness of St Philip's as a church school. Issues from the previous inspection have been successfully addressed.

Leaders ensure that collective worship and RE are underpinned by the Christian ethos of the school community. Staff are currently working to ensure that opportunities for SMSC development are identified and included in the whole curriculum and wider life of the school.

The team rector of the Church of the Ascension is a visible presence in the school and the local area, demonstrating a strong link between school, church and community. He provides pastoral support for families and for staff. His involvement with the Diocesan Board of Education strengthens school diocesan links as does the Year 6 involvement in the annual Leavers' Service at Manchester Cathedral.

Parents are supportive of the school and of the work of its leaders, recognising the impact of recent changes and initiatives. They describe school staff, including senior leaders, as 'approachable and visible'. The revival of the Friends of St Philip's group is a significant development. The events organised by this group are well attended and interest is steadily building. Parents describe the care their children receive at the school by saying 'We couldn't ask for better.' They value the varied experiences which broaden their children's horizons. They add that staff who support pupils with additional needs 'go above and beyond'.

The school's values of service and compassion prompt pupils to support charities locally and further afield. To celebrate Harvest children made generous gifts of food to the local Cornerstones foodbank charity. Other events have supported Children in Need, disadvantaged children in Myanmar and a coffee morning was held in aid of Vision Africa. Consequently pupils develop good understanding of local, national and global communities and the issues they face. St Philip's is a school at the heart of its community and with community at its heart.