

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

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

Mabel Street, Newton Heath, Manchester, M40 1GB

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Manchester</b>
Previous SIAS inspection grade	Good
Local authority	Manchester
Date of inspection	26 January 2017
Date of last inspection	June 2012
Type of school and unique reference number	Voluntary Controlled 105496
Headteacher	Anne Fox
Inspector's name and number	Gillian Rhodes 657

#### School context

St Wilfrid's is an average sized primary school with 249 pupils aged three to eleven on roll. The school is situated in an urban area of Manchester with significantly high levels of deprivation. The majority of pupils are of White British heritage. The proportion of pupils from ethnic minority backgrounds or with English as an additional language is below the national average but is increasing. The proportion of pupils with special educational needs and disabilities is above the national average. The percentage of pupils in receipt of additional pupil premium funding is more than double the national average.

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

- High standards of behaviour and positive relationships between all groups in the school community are rooted in the school's core Christian values of love, trust and respect.
- Great value is placed on collective worship which is central to school life. Worship effectively develops understanding of Christian values and encourages pupils to live them out in their own lives.
- School leaders ensure that collective worship, Religious Education (RE) and the wider school curriculum provide good opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.
- The school builds and fosters strong and compassionate links with parents. Pupils benefit from the understanding parents gain of how to support their children's learning.

#### Areas to improve

- Make the Christian ethos and values of the school explicit in school documentation and communications so that all members of the community understand and can express their distinctively Christian character.
- Include the views of all groups in the school community in evaluation in order to provide more detailed analysis of the impact of Christian distinctiveness on the lives of pupils.
- Provide opportunities for pupils to plan and lead collective worship in order to further develop their understanding of prayer, praise and reflection as part of their own spiritual journey.
- Broaden and deepen pupils' understanding of Christianity as a multi-cultural world faith so that pupils have greater understanding of diversity and difference in Christianity and in other faiths.

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

St Wilfrid's has a set of clearly expressed and displayed core values. These are articulated by all groups in the school community and inform all attitudes, activities and relationships. Pupils learn about the values and how to live their lives by them through worship and RE. Values of love, trust, respect, hope, forgiveness, thankfulness and friendship underpin all aspects of school life and are demonstrated by all members of the school family. Core values underpin the school's firm but compassionate approach to attendance and punctuality. The values are Christian and pupils and adults in school recognise and explain this. However, the values are not identified and described as Christian values in school documentation or in communications such as the website, the school motto and newsletters to parents.

The school has a clear definition of spirituality and opportunities are identified across the curriculum to 'encourage reflection, enquiry, a sense of fascination and wanting to know what if'. A range of experiences has been identified to promote SMSC in pupils. Children have the opportunity to take part in visits, outdoor activities, sport, cookery and music which effectively enhance their social and cultural experiences. Christian values of friendship and respect are linked to British values of tolerance and fairness. As a result pupils develop spiritual and moral understanding. Behaviour and relationships are of a high standard throughout the school. The Christian value of love is at the heart of the nurture and care pupils receive from all adults in school. Trust, respect and forgiveness underpin policy and practices which ensure good behaviour. Relationships between all members of the school family are open and compassionate. Pupils who experience social and emotional difficulties are well supported through special spaces in school and nominated adult support. Pupils make good progress from generally low starting points as they move through school.

Pupils understand that RE is an important aspect of school life. A Year 4 pupil explained, 'We get to learn about Christianity and different religions and beliefs and we get to think about God.' Pupils' learning in RE enhances their SMSC development and reinforces the school's core Christian values. Parents are confident that pupils' learning about Christianity and other faiths broadens their horizons and inspires understanding and respect. Year 6 pupils study creation stories from a wide variety of religions and cultures. This prompts respect for the created world which inspires pupils to get involved in recycling projects in the local area. Visits to the local church and to a synagogue bring RE to life. Pupils' view of Christianity does not yet extend to an understanding of its multi-cultural international dimensions.

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

Collective worship is at the heart of school life. It effectively develops understanding of core Christian values. Pupils leave worship with clear messages of how to get on with each other and live their lives supported by the love of God. Collective worship includes experiences of singing and praise to which all pupils respond with enthusiasm and joy.

Biblical material and the teachings of Jesus are central to worship planning. Pupils are able to make links between worship themes and their behaviour and attitudes. Learning about the Ten Commandments prompts pupils' understanding of rules in school and in society. Pupils develop knowledge of the church's calendar through celebration of Christian festivals. The seasons of the church's year are marked through liturgical colours in displays. Worship themes include world events, news and key events in the school's year. Pupils' responses to these are encouraged and valued. As a result pupils suggest and organise fund-raising events for Children in Need, Cancer charities and local appeals.

Prayer and reflection are key aspects of all worship. Prayers punctuate the school day and classroom reflection areas provide focal points for pupils' thoughts and responses. They enjoy writing prayers which are used sensitively in worship. A living prayer tree is prominent at the entrance to the school and signposts the Christian ethos of the school.

Stories of the life of Jesus are included in worship and pupils have some understanding of the importance of his teachings for Christians. Pupils are aware of God as Father, Son and Holy Spirit. A Year 6 pupil explained that through the Holy Spirit 'God is with us to help us'.

Pupils participate eagerly in worship and relish the responsibility of setting up the hall, organising audio-visual equipment and supporting music by singing and playing percussion. An ethos group has recently been established to begin to include pupils in planning for worship and give them the opportunity to lead worship independently. A variety of worship experiences are provided for pupils through the involvement of senior and other staff in leading worship in school. The vicar of the local church leads worship regularly in school and pupils attend worship in the church to celebrate key Christian festivals. Consequently, pupils have good experience of features of Christian traditions.

Collective worship is evaluated by pupils and on occasions by parents and this leads to discussion and development.

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

Positive relationships, nurture and compassion demonstrate the clear vision leaders at St Wilfrid's have for the school as a Christian school serving its community. This vision is rooted in Christian values and leaders are able to describe the impact of these values on behaviour and attitudes to learning. However, this vision is not made clear in documentation or on the school's website. Senior leaders' and governors' evaluation of the school's distinctiveness is honest and accurate and leads to improved performance and provision for pupils. However, this evaluation process does not as yet include the views of all groups in the school community. As a result, analysis of the impact made on pupils' lives lacks detail.

Parents are confident that their children are well cared for at St Wilfrid's. They feel welcome in school and describe staff as approachable and friendly. They appreciate the practical workshops and sessions in class with their children provided to help them support their children's learning. They describe how their children enjoy coming to school and are quick to confirm that any occasional concerns are addressed swiftly and sensitively.

The school's involvement with the local community is increasingly strong. Links with the local church include the Whit Walk and Remembrance Day commemorations. Pupils sing Christmas Carols at a local care home. Their SMSC experiences are further broadened by links with the diocese. Year 6 pupils attend the annual leavers' service at the cathedral. The Diocesan Director of Education came to lunch with the school council.

Special themes in worship, in RE and across the wider curriculum highlight, for example, festivals from a range of faiths, Black History Month and Anti-bullying Week. As a result, pupils are developing good understanding of local, national and global communities.

Leaders of worship and RE are conscientious and passionate about how their areas of responsibility are central to the Christian character of the school. The RE subject leader is well supported by the headteacher and governors. High priority was given to the introduction of a new RE syllabus. Professional development was provided to support its successful implementation across the school. School leaders share a drive for continued improvement and the realisation of the school's vision for the well-being, learning and spiritual development of its pupils.

SIAMS report January 2017 St Wilfrid's CE Primary School, Newton Heath, Manchester M40 1GB