

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

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

#### Vision

'Plans to prosper you and not to harm you; plans to give you hope and a future.' Jeremiah 29:11

St Philip's Church of England 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.

#### Strengths

- The deeply embedded vision is founded on a genuine commitment to foster love, trust and forgiveness. It is the driving force that allows pupils and adults to flourish in a supportive environment.
- Inclusion lies at the heart of the school. It embraces the diverse cultures, languages, and backgrounds of its community to ensure that members feel accepted and valued.
- Collective worship is a valued part of the school day, as it is inclusive for all. It has a powerful, reflective impact on pupils and adults, providing guidance and support in their daily lives.
- The school has strong, supportive partnerships with families, the local church, the community and the diocese. These relationships create a supportive network that enhances pupil well-being, strengthens the values and fosters a sense of belonging.
- Strong leadership in religious education (RE) ensures a well-structured and balanced curriculum. Pupils are encouraged to ask questions, engage in debate and apply their understanding of world religions and worldviews.

#### Development Points

- Promote a shared understanding of spirituality, grounded in the school's distinctive Christian vision. This is to help pupils deepen their understanding of all aspects of spirituality.
- Further refine and embed assessment practices in RE to ensure they are secure and effectively inform teaching and learning.



## Inspection Findings

St Philip's is a vibrant, inclusive school where everyone is valued and feels welcomed. The deeply considered Christian vision is central to the life of the school. It guides decision-making, uniting a culture that helps pupils and adults to flourish. Governors know the school well and use this knowledge to evaluate the effectiveness of the vision. They provide support and challenge to school leaders regarding how the Christian vision is expressed at St Philip's. The community understand and live by the embedded Christian values of love, forgiveness and trust. Parents shared that they see the values practiced both at home and at school. Leaders and staff model the values well. Pupils' understanding of the values illustrates the importance that the school places upon them. As one pupil said, love and forgiveness are important because everyone deserves a second chance. Pupils are proud of their school because everyone matters and has a voice. Inspiring leaders, supported by a dedicated staff team, serve the community exceptionally well.

The curriculum is built with the Christian vision at its core. Leaders have developed a curriculum that aligns with the local context, fostering aspiration and opportunity. Questions such as why parents evacuated their children during the war provoke debate and reflection. A local history trail in conjunction with Historic England ensures pupils have a developed sense of place and community. Pupils, including those with special educational needs/disabilities (SEND) and English as an additional language, make progress due to the bespoke support in place. For example, in the resource provision pupils delight in dressing up when acting out the Nativity story. Pupils are encouraged in their sporting, creative and spiritual flourishing through the extensive range of additional clubs and activities on offer. These excite pupils and enable them to develop their talents and interests. Parents appreciate the life skills that the school offers including learning to swim and work with local artists. Adults plan for pupils' spiritual growth, but the impact is not always captured. This is due to a lack of shared understanding and language of spirituality. Leaders ensure that parents are informed so they can effectively support their children to flourish academically. Leaders monitor rigorously and as a result, staff receive targeted support and development. For example, staff welcomed training on speech and language development and adaptive teaching. Leaders encourage staff to take on leadership roles beyond the school, for example leading a subject cluster group.

Collective worship is central to the life of the school. It is thoughtfully planned, providing moments of spirituality through quiet reflection and singing. Whether pupils or staff are of different faiths or no faith, all are invited to participate. The school offers online access to worship, allowing parents to stay connected and actively involved. Pupils expressed how much they love to sing, as it helps them feel happy and build a sense of belonging. They share how studying biblical characters like Jeremiah reminds them that, although they are all different, they also share many similarities. Worship is evaluated regularly by staff and pupils so that impact is evident. The local church welcomes the school for key Christian celebrations such as Harvest, Christmas and Easter. Members of the church community talk with pride about their links with the school. They recognise and value their role in growing faith and building relationships with pupils, staff and parents. Additional opportunities for reflection in classrooms and open spaces such as the peace garden, help pupils develop spiritually. These spaces are considerably linked to worship themes.

RE contributes well to pupils' flourishing. Leadership of RE is strong. The RE curriculum strengthens the school's vision by promoting an understanding of Christianity and a range of faiths. Leaders carefully planned its implementation, involving RE champions in trialling units before full training to ensure confident adoption. Pupils enjoy RE and value visitors who share knowledge of different faiths, such as Judaism. Pupils' work represents a



wide range of faiths and beliefs. Through close study of Bible stories, pupils demonstrate a deep understanding of the Christian faith. For example, pupils can speak with confidence on how Noah was chosen by God because he was faithful and good. Pupils make insightful comparisons between religions. They recognise the school values of love, trust and forgiveness are shared across different faiths. RE is valued as an important subject and holds a high profile across the school. Training led by the diocese is well received by staff, resulting in increased confidence in delivering high-quality RE lessons. Leaders have invested in a variety of resources, including artefacts, online materials and puppets. As a result, the teaching of RE is both engaging and accessible, enabling pupils to make progress. Their understanding is recorded in various ways, including through art. The effective use of knowledge organisers helps scaffold pupils' learning, aiding them in recalling key information. Reflection books provide opportunities for pupils to consider and debate questions such as 'why does Christmas matter to Christians?' The opportunity to assess the impact of the RE syllabus is in its infancy. Although assessment in RE is evident in books and through monitoring, formal processes are early in development.

A culture of love, trust and forgiveness supports relationships within and throughout this nurturing, inclusive school. This extends to partnerships with parents, the diocese, church and the wider community. Families trust the school. They are grateful for the support and care in times of need. For example, regular coffee afternoons provides a safe space for parents to connect and learn about local services, such as Place2Be. Leaders actively engage with the diocese and take full advantage of the high-quality training available. Staff are overwhelmingly appreciative of how leaders support workload reduction. They value their professional support and a culture where talents are recognised. They feel listened to and shared that wellbeing is high priority in the school for example having a staff worry box. Pupils are polite, well-mannered and support each other with kindness. They use the values to make informed decisions. For example, using the value forgiveness when solving a dispute. Pupils feel they are treated well and appreciate that adults in school listen to their ideas. The sparkle group designed zones to make the playground a safer space for everyone.

Inspired by the school's vision of 'give you hope and a future,' pupils recognise the impact they can have on others. They actively support local and national charities including Wood Street Mission and Race4Life, which hold significant meaning to the community. Pupils are aware of social injustice and global issues such as food poverty and climate change. They have the confidence to speak out and take action. Examples of this include adopting a turtle and collecting toiletries and food to support vulnerable adults. Many opportunities are provided for pupils to take on leadership roles, where they are supported to develop skills and confidence to act as role models in the community. They take these roles seriously and make decisions informed by pupil and community voice. For example, at lunchtime, the eco club litter pick near school. One ambassador shared, 'this is important to make sure the area is clean and tidy for everyone who lives here.' Pupils have participated in projects like Islington Mill and Factory of Creativity art initiatives. Projects such as these instil a sense of belonging to the community.

## Information

Address	Barrow Street, Salford, Manchester, M3 5LF.		
Date	21 November 2024	URN	105944
Type of school	Voluntary Aided	No. of pupils	235
Diocese/District	Manchester		
Headteacher	Beverley Jackson		
Chair of Governors	Rachel Lapington		
Inspector	Elizabeth Peacock		