

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Paul's Kersal Church of England Primary School

Nevile Road,
Salford,
Manchester
M7 3PT

Current SIAMS inspection grade	Good
Diocese	Manchester
Previous SIAMS inspection grade	Good
Local authority	Salford
Date of inspection	30 November 2016
Date of last inspection	December 2011
Type of school and unique reference number	Voluntary controlled I05928
Executive Headteacher	Jane Tyers
Inspector's name and number	Frank Driessen (675)

School context

St Paul's C of E Primary School is a smaller than average-sized school situated on the outskirts of Salford. The proportion of pupils with disabilities and those who have special educational needs is below the national average. The proportion of disadvantaged pupils supported by pupil premium funding is well above the national average. The proportion of pupils from minority ethnic groups is in line with the national average whilst the proportion who speak English as a second language is slightly above. The head teacher is an executive head teacher and shares her time equally between St Paul's and St George's C of E schools, Salford.

The distinctiveness and effectiveness of St. Paul's Kerslake as a Church of England school are good

- The highly inclusive and welcoming nature of this family-centred school is promoted by the head teacher with great drive, keenness and much Christian warmth with the strong support of the deputy. All staff follow their example with much enthusiasm and equal commitment.
- Religious education (RE) and collective worship have a central role in the Christian life of St. Paul's. Because of this, pupils demonstrate significant strengths in their spiritual, moral, social and cultural development.
- The excellent work of both the children and families officer and pupil premium leader ensures the valuing of its children and families remain at the heart of the school's Christian mission.

Areas to improve

- Establish a more systematic cycle of scrutiny and robust self-evaluation of St. Paul's distinctive Christian character in order to secure its continuing improvement as a church school.
- Ensure all stakeholders revisit the many Christian values that effectively underpin the school's ethos in order to identify its core, non-negotiable values and how they relate to its distinctive Christian character.
- Support pupils in developing the skills to plan and deliver acts of collective worship with increasing independence in order to boost their confidence and spiritual growth.
- Extend evaluations of collective worship in order to ensure the views of pupils and adults inform its future planning and development.
- Secure high-quality diocesan training to develop staff and governors as leaders in church schools.

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

This is a good school marked by a calm purposeful atmosphere where the personal development, quality of relationships and standards of behaviour are excellent. The caring relationships between pupils and adults are characterised by Christian love, forgiveness and respect and affirm all pupils irrespective of their faith. Pupils know they are safe, valued and special. They understand the impact of Christian values and the difference they make to the way they behave. One pupil said, 'Rules have a better meaning because we know they are God's rules.' This understanding is the result of the strong Christian ethos of St Paul's that contributes significantly to the all round development of every pupil. This helps them to develop as compassionate, caring individuals who enjoy school and are happy. Attendance has consequently risen. This has a positive impact on learning and aspirations for all pupils are high. Standards continue to improve. There is an emphasis on meeting the needs of the most vulnerable children who are nurtured and supported to ensure that they succeed. The direct result of this is that disadvantaged children and those having special needs make good progress from their starting points. Parents see the Christian ethos as a strength of the school. They say, 'The atmosphere and tone of the school is so loving' and 'The staff demonstrate Christian values through the way they know and understand the children'.

The school environment supports and celebrates its Christian identity with crosses and vibrant displays. It makes an effective contribution to the spiritual development of all members of the school community. Achievements are celebrated weekly and are a great boost to children's confidence and self-esteem. The impact of well-taught and effective RE makes a valuable contribution to the Christian ethos. Pupils demonstrate an enthusiasm for the wide range of experiences that are open to them. They are successfully encouraged to examine the difference religion makes in their lives with increased confidence and honesty. Pupils feel comfortable in expressing their views and know their suggestions, compiled through questionnaires by the active school council, are valued and taken seriously.

Children have a growing understanding of Christianity as a multi-cultural world faith through their support for the Borehole Project in Kenya and WorldVision. Because of well taught RE and a wide range of visits and visitors, pupils have an excellent understanding of different cultures and other world faiths. This supports a harmonious and caring school. Pupils relate extremely well to the needs of others not only in the school but also in the local and national communities and have a respect for diversity and difference. 'Our children,' commented one parent, 'learn to look at the inside of a person not their outside.' Community cohesion is well enhanced through a variety of community-based activities. The pupils support the school's range of charitable works well with one child pointing out that, 'many people have nothing of what we take for granted'.

The impact of collective worship on the school community is good

Acts of worship are celebratory times of the school day and are central to the spiritual life of the school community. Many pupils are enthusiastic, thoughtful and attentive. Christian themes are promoted and explored over a period of time. Pupils are successfully encouraged to live out the Christian values within each theme. One child said, 'We learn Bible stories to become a better person.' Acts of worship are Bible-based and distinctively Christian in character. They are exceptionally well planned and reflect the teachings of Jesus Christ through Bible stories and scripture. Children have a developing understanding of the Trinity. A range of leaders including school staff, the incumbent, and an Open The Book trained team from the local church support worship. They provide a rich and accessible quality to the school community's experience. However, apart from planning and leading church-based worship, pupils are not currently involved within the overall planning or leadership of the yearly programme.

There are strong links with Reverend Lisa who is known to the children as someone who 'helps us to be closer to God'. Working closely with the head teacher, she enables the school to explore and develop the school's Christian values and themes contributing effectively to pupils' spiritual, moral, social and cultural (SMSC) development. The close proximity of St Paul's church enables good access for liturgical services such as Easter and Christmas as well as support for pupils' knowledge, experience and understanding of Anglican traditions. A simplified Eucharist is held at Easter. This helps develop pupil's understanding of the importance and relevance of the Easter message. Pupils enjoy the times they attend church as do parents and the wider community. This enables everyone to celebrate being part of the extended church family

Pupils value opportunities for prayer, silence and reflection time. Many pupils understand the purpose of prayer and the impact it has on their lives. 'I ask God to understand me,' remarked one child, 'and the things I do.' Pupils see prayer as an important part of their life and enjoy writing and reading their own not just in school but at home also. A parent commented, 'Our child says prayers at home and prays for her classmates.' Class-based reflection areas aid spiritual development but it is not clear how consistently these are used. The worship focus is effectively aided by the use of an altar at the front of the hall with candles, crosses, a Bible and an Advent wreath displayed

prominently. Pupils sing a variety of modern hymns enthusiastically and are keen to offer opinions and answers when invited to. There are opportunities for participating in improvised drama situations which the pupils do with much good humour.

Collective worship clearly offers a place of much importance in the life of the school and has a positive influence upon pupils' SMSC development. Learners, however, require more regular opportunities to plan and lead worship. Greater feedback from a range of stakeholders into how worship influences the life of the community would inform its ongoing development.

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

School leaders readily articulate an explicit Christian vision that has a very real impact upon relationships, well-being and behaviour. The school's Christian distinctiveness and promotion of Christian values underpin the head teacher's drive to eliminate barriers to learning and enable children to aspire to their full potential. The deputy head, assistant head, staff and governors promote this distinctive school vision with great enthusiasm. Parents recognise the school's many qualities and are keen to encourage and support the strong Christian ethos because of the positive impact it has upon their children's lives. The excellent relationships throughout the school are a direct consequence of this and demonstrate the key role that Christian values play in the community.

Collective worship and RE are led effectively with an enthusiasm that engages staff and pupils. Both areas support, extend and deepen pupils' understanding and awareness of how Christians live their lives by following the teachings of the Bible. Governors recognise this and ensure that RE and worship underpin all aspects of school life through action planning, a discrete budget and inclusion in the school improvement planning process.

All governors are highly supportive of the strategic drive to improve academic performance. They recognise the further development of the school's distinctive Christian nature as essential to this and act as critical friends who set the school's strategic direction. This, however, requires a more formal and robust self-evaluation of the Christian distinctiveness of St Paul's as a Church of England school involving all stakeholders. Since the last inspection, the school has taken the necessary steps to act on areas for development but aspects of two of these areas are not yet fully embedded. There are mutually positive links with the local parish church, where the congregation regularly pray for the work of the school, the staff and children. Reverend Lisa has a strongly collaborative and spiritual presence in the school, supporting collective worship, RE and providing pastoral support to the school community. She and the foundation governors work exceptionally hard on behalf of the school to ensure the continued building up of the close relationships and extensive links between the school, church and community. This includes financial support. The school's distinctive Christian identity is considerably enhanced by this effective partnership. More focused training on developing future church school leaders is required to ensure the continuation of this distinctive Christian vision.

SIAMS report November 2016, St. Paul's C of E Primary School, Salford M7 3PT