



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

<b>Christ Church Church of England VA Primary School</b>	Nelson Street Patricroft Eccles Manchester M30 0GZ
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese/Methodist District</b>	<b>Manchester</b>
Previous SIAMS inspection grade:	Good
Local authority	Salford
Date of inspection	6 October 2016
Date of last inspection	October 2011
School's unique reference number	105935
Executive Head teacher	Wendy McCormack
Head of School	Joanne Parkinson
Inspector's name and number	Frank Driessen (675)

### School context

Christ Church is a smaller than average-sized primary school. It is led and managed by an executive head teacher who has joint responsibilities for Christ Church and its partner school, Lewis Street. The senior leadership consists of the executive head teacher, a head of school, and an assistant head teacher. The proportion of disabled pupils and those who have special educational needs is average. The proportion of disadvantaged pupils supported by pupil premium funding is twice the national average. A below average proportion of pupils are from minority ethnic groups or speak English as an additional language.

### The distinctiveness and effectiveness of Christ Church as a Church of England school are outstanding

- The strong Christian leadership and vision of both the executive head teacher and head of school with the support of the governors, vicar and a talented and committed school staff has ensured that distinctively Christian values are deeply embedded in the life and actions of the school.
- Because of its distinctive, open, welcoming and affirming ethos as a Christian family the school has a clear awareness of its role at the heart of the parish and community.
- There is excellent care and support for both pupils and families who are placed in the centre of this very welcoming and truly inclusive community and nurtured as being precious and special in the eyes of God.

### Areas to improve

- Ensure that the school's distinctive Christian vision and character is effectively communicated to all stakeholders in order to celebrate its outstanding distinctiveness.
- Develop links with other schools internationally so as to broaden pupils' understanding of Christianity as a multi-cultural world faith.

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

The executive head and head of school's shared vision for Christ Church CE Primary School is based on Jesus' commandments to love God and love one another. Because of this, a real sense of community and a love of pupils who are unique in the eyes of God are at the heart of this compassionate and inclusive Christian family. Christian values underpin highly effective support mechanisms and ensure barriers for learning are minimised for all pupils. This is further underpinned by the strength of the school's inclusive nature and demonstrates the effective outworking of Christian love. Because of this, vulnerable pupils and those having special needs make good progress and achieve well. Parents value the school greatly because of the strong focus on the needs of individual pupils and their families. They comment very favourably upon the impact the school has had on their pupils with one parent saying that all staff 'demonstrate the compassion and respect that the school is built on'. Well-taught religious education (RE) and collective worship underpin the life of the school and make a very significant contribution to the pupils' spiritual, moral, cultural and social development (SMSC).

The continuous promotion of the school's Christian values has a positive effect on pupils' attitudes to learning and creates a caring, supportive and happy school which pupils enjoy attending and where they immerse themselves in their learning. Pupils demonstrate high levels of empathy towards people of all faiths and no faith. One pupil said that the school is 'fantastic and amazing'. Another added it is also 'loving and peaceful'. The school environment is an excellent source of spiritual reflection that includes superb Christian displays, prayer trees, crosses, pupils' prayers, pupils' reflective responses, RE 'sketchbooks' and Bible texts. These enhance the richness of the ethos and encourage the spiritual development of all members of the school community. Pupils have a developing understanding of Christianity as a multi-cultural world faith through their charitable support for Samaritan's Purse and study of Harvest festivals around the world. The school, however, recognises the need to broaden pupils' understanding further through developing links with other schools internationally. Pupils demonstrate very good aspects of citizenship through a very active school council, collective worship council, peer mediators, anti-bullying ambassadors, prefects and head boy and head girl positions. The 'pupil voice', therefore, is highly effective and makes an invaluable contribution to the peace and orderly life of the school.

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

Worship at Christ Church is a time of great fellowship and sharing. It is a joyful and inclusive occasion that is greatly valued by all participants. One child commented enthusiastically, 'Is there any chance we could have more assemblies than lessons?' Daily worship benefits from a wide variety in leadership. It has a strong focus on enabling participants to develop a very firm understanding of Jesus Christ and that of God as Father, Son and Holy Spirit. Pupils reflect, pray and experience the awe and wonder of the world around them during the worship time and this has a great spiritual impact upon them. Worship is structured round social and emotional aspects of learning (SEAL). This offers a rich mix of themes which is delivered in a way that is responsive to the needs of the pupils yet challenges them to see what the Christian faith looks like in their lives and considerably promotes the pupils' SMSC. Acts of worship are imaginative and involve good levels of participation by all attending. Pupils have extensive experience in its planning and leadership. Singing is exuberant and joyful and adds a real spiritual element to the occasion. Pupils see prayer as an important part of school life and enjoy writing and reading their own. This includes the writing of prayers and participation in the locally held Patricroft Passion Easter celebration. This is an outstanding example of how the school vision unites church, school and the local community.

The inspirational nature of collective worship can be further seen in the pupils' spiritual and moral response towards major world disasters that are addressed during the worship. As a result of this, pupils raise money to support disaster victims. The Harvest Festival is an excellent example of how religious education, collective worship and the school's core Christian values are integrated. It is also useful in developing Jesus' message of compassion and care for others through the giving of Harvest produce to a local food bank. The Anglican framework of worship allows pupils to develop a very good understanding of Anglican worship. This comes not only from worship in church and the Cathedral leavers' service, but also from the excellent involvement of the vicar. Festivals from other faiths are celebrated regularly by the whole school and further promote excellent cultural cohesion and respect for diversity. Many parents and the extended family attend services with great enthusiasm. A popular after-school JAM (Jesus and me) club further enhances the spiritual understanding of the pupils. The collective worship council is playing a major role in its future development. Worship clearly occupies a place of central importance and securely underpins the school's distinctively Christian ethos.

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

Scrutiny of work and observation of lessons show that standards of teaching and learning are good with much outstanding practice observed. Standards of attainment of all learners are in line with national expectations with a significant number attaining higher than the national average. Through rigorous assessment and data analysis teachers are aware of the levels pupils are working at and this informs future planning for all abilities. The dedicated and enthusiastic nature of both RE subject leaders across the partnership ensures highly effective monitoring and evaluation of RE. This gives a clear picture of the quality of provision as well as pupils' good progress in their learning. Pupils are successfully encouraged to examine the difference religion makes in their lives. Effective planning results in the cross-curricular exploration of ideas through art, music, drama, investigation, visits and visitors. This enables pupils to apply skills across other areas of the curriculum and leads to high levels of engagement. Because of this, lessons are fun, interesting and challenging. Pupils are enthusiastic about RE. One stated, 'RE is 'exciting' and another remarked, 'it makes you think.' This enables pupils as young as eight and nine to ask the deeper questions of life such as 'Is death an end or a beginning?'

Excellent interactive class displays support the teaching of RE whilst multi-faith and 'super-learning' days deepen pupils' knowledge and understanding. Activities such as visits to a mosque and synagogue and by visitors of different cultures who speak about their faith enrich the RE curriculum. These enhance and celebrate diversity and also strengthen community cohesion. 'Learning about other religions helps me to understand other people and what they believe in,' said one child. Governors recognise the importance of RE in developing the distinctive school ethos and ensure requirements are met. Leadership of Religious Education is, therefore, given high priority and has a role equal in importance to other core subjects. Lessons reinforce Christian values and beliefs and are a highly effective support for pupils' SMSC.

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

This is a very happy school that lives out its Christian message through giving its pupils quality experiences and high expectations within a distinctive Christian community. All staff, pupils and parents share the school's vision with similar enthusiasm and commitment and are able to articulate the school's core values. Diversity is tremendously valued with disadvantaged and vulnerable groups exceptionally well supported and this demonstrates the school's commitment to find the best for all their families. The school's accreditation as a 'Communication Friendly Space', the achievement of the 'Dyslexia Friendly' kite mark, the implementation of 'Wild Tribe' and the use of Place2Be and Place2Talk strongly underpin the inclusive school vision. As a result of this, all pupils, regardless of ability or background are seen as being unique in the eyes of God. Governors have a highly active involvement and participation in the school's day-to-day life. Because of this, they have a deep knowledge and understanding of its performance and distinctiveness as a church school. They are supportive yet challenging and possess a robust determination to continuously and effectively build upon its distinctive nature. Successful examples of this are the redevelopment of the school's mission statement and the establishment of the four core values that involved all school stakeholders.

Effective training for both staff and governors ensures that future leaders' needs are met. The areas to improve from the previous report have been thoroughly addressed. Governors recognise the importance of RE and collective worship in developing this ethos and ensure that there is good timetable provision, training and funding to develop both areas. Community cohesion is well enhanced through a wide variety of community-based activities. Outstanding examples include the Patricroft Passion Easter Celebration and the work of the Project Pat Choir, both of which have been developed with Christ Church's partner school, Lewis Street. The school council and collective worship council are both very representative of the highly effective and articulate pupil voice that is so much a part of the school's life. Concern and support for local, national and international charities provide pupils with a very wide range of opportunities to express Christian values through practical service. One child remarked, 'We learn to love all our neighbours so we need to help others in need'. The successful leadership is further enhanced by the very close working relationship between the executive head teacher, incumbent and chair of governors. There are highly effective links between the parish and school and these contribute well to supporting its Christian vision. The Rev. Anne-Louise is a well-known figure to all the pupils, staff and parents. As one child observed, 'Our vicar is special. She teaches us to be like Jesus'.