

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

<b>St Clement's Church of England Voluntary Controlled Primary School</b>	
Abbey Hey Lane, off Ashton Old, Road, Manchester M11 1LR	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Manchester</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Manchester
Date/s of inspection	03 November 2016
Date of last inspection	November 2010
Type of school and unique reference number	105501
Headteacher	Jane Parker
Inspector's name and number	Gail Fullbrook 530

### School context

St Clement's is a below average sized primary school serving a community of high deprivation in inner city Manchester. Just over half the pupils are of White British heritage and 25% speak English as an additional language. The percentage of pupils eligible for free school meals is over twice the national average. A higher than average proportion of pupils have special educational needs. The deprivation factor is double the national average.

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

- The distinctiveness of the school's core Christian values is reflected in the quality of the relationships between all members of the school community. As a result, the support given to pupils and their families is exemplary.
- Awareness and understanding of difference and diversity is a strength of the school. Pupils, staff and the wider school family consistently demonstrate Christian love to one another.
- Pupils' spiritual, moral, social and cultural (SMSC) development is good and is rooted in prayer and reflection. As a result, pupils are developing the ability to relate the importance of spiritual matters to their daily lives, learning and relationships.

### Areas to improve

- Review the school's vision and mission statements so that they reflect the school's Christian foundation and inform school self-evaluation and strategic planning.
- Develop understanding of key Christian concepts to support the pupils' spiritual development and to bring clarity to understanding of the core Christian values.

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

St Clement's is a welcoming and happy school with a strong sense of caring and belonging. Pupils, including those who are vulnerable or who speak English as an additional language, feel valued and consequently flourish. The commitment to inclusion and to the personal well-being of children and staff is firmly rooted in the Christian character of the school. Concerns relating to well-being or learning are quickly and robustly addressed. The strong partnership between parents, carers and the school ensures that most pupils attend school regularly and arrive promptly. The school welcomes pupils from a number of different countries and faiths. Parents speak of the understanding shown as they settle into new homes and to their new school. They speak of the willingness of staff, particularly the headteacher and family support team, to give support above and beyond what might be expected of them. They rightly attribute this to the school's Christian foundation. Pupils are curious and respectful about the different experiences of their peers and enjoy learning from them. Thought provoking RE lessons encourage pupils to think deeply and to develop their understanding of Christianity and other faiths and cultures. The school's core Christian values are an important aspect of life at St Clement's. Teachers include opportunities to develop understanding of Christian values within class worship and religious education (RE) lessons. Pupils have a developing understanding of the importance of the values to Christians and readily apply them to their behaviour and attitudes to learning. Through adherence to the school's Christian values, children develop awareness of the importance of being a happy and caring community. As a result, they are ready to learn and keen to do their best. Behaviour is good. Parents and pupils know that staff are fair and on the rare occasions when issues arise they have confidence that they will be dealt with effectively. A wide range of experiences, both within the curriculum and through additional activities such as clubs and visits, support pupils' SMSC development. Opportunities such as a residential visit to London and time spent at Tatton Park re-enacting the life of an evacuee strengthen social and cultural development. Pupils are keen to respond to Jesus' teaching about giving to those in need. This is demonstrated in the collection of tinned food for the weekly night shelter at St Clement's church. One parent commented that staff, 'practise what they preach'. Staff are aware of their responsibility to model Christian values to the pupils.

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

Worship is widely valued as being a time when adults and pupils meet together to learn, to pray and to praise God. Pupils share times when worship has helped them to think about important things. A Year 5 boy talked of how the story of the Prodigal Son reminded him of the importance of being happy with what he has and not always wanting new toys and games. A Year 4 girl shared the sense of reassurance she felt knowing that just like the Lost Sheep, God would always find her. Pupils hold responsibility for key aspects of worship such as lighting the candle and reading from the Bible. They sing with enthusiasm and welcome opportunities to lead or take part in worship. Pupils have a clear understanding of the importance of the Christian festivals of Christmas and Easter. They recognise Advent as a time of preparation for the birth of Jesus but were unclear about other festivals in the Church year. Opportunities for prayer and reflection are frequent and prayer threads through the life of the school. Most pupils talk of times of prayer during the school day and enjoy writing and sometimes sharing their own prayers. Governors lead a weekly reflection time in the school. This is a time when children can choose to pray, to talk things through with an adult, or simply to rest in God's peace and love. Pupils particularly understand the importance of prayer when someone is sad or unwell. They speak of placing prayers on the school prayer tree or in prayer boxes around the school. Times of reflection are built into RE lessons. This supports spiritual development and helps pupils to think about Biblical teaching in new and interesting ways. Pupils have a clear understanding of Christian forgiveness. The school's policy of tolerance of others and a fresh start when mistakes are made clearly reflects this. Pupils know that their school logo represents the school community and the Trinity. They have a clear understanding of the nature of God and of Jesus, but are less confident when talking about the Holy Spirit. The teacher with responsibility for worship ensures that over the year pupils meet a range of local worship leaders and Christian workers. This is in addition to the weekly worship led by the parish priest. As a result, pupils have a clear awareness of the diversity of Christianity and of ways in which Christians give support to people in need. Pupils regularly lead class and whole school worship and the working lunch planning meetings are a favourite time for those involved. Procedures for the planning, monitoring and evaluation of worship are in place but do not always result in worship which is distinctively Christian. This is particularly true of class worship. Consequently, the depth of pupils' understanding of the Biblical stories that underpin the school's core Christian values and of important theological concepts is not always age appropriate.

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

The headteacher, staff and governors effectively promote the school's Christian foundation. Parents recognise its importance and make direct links between the care given to pupils and parents and the school's Christian values. They are particularly appreciative that all staff go out of their way to make time for everyone. The wide range of

opportunities and experiences that thread through the curriculum effectively nurture the pupils' SMSC development. Foundation governors are knowledgeable and enthusiastic. They are regular visitors to the school and understand the importance of their role as critical friends. Areas for development identified at inspection in 2010 have largely been addressed. The importance of the prayer tree and prayer boxes in the life of the school illustrate the effectiveness of the actions taken. Governors and school leaders are ambitious for St Clement's future as a distinctively Christian school. They are aware that the current vision and mission statements do not reflect the Christian character of the school and plans are in place to address this. Provision is made for middle and senior leaders to take part in professional development relating to the school's Christian character. Self-evaluation procedures are in place and they are increasingly supporting the development of the school as a church school. The RE coordinator shows expertise in her role. Staff talk of the support they receive to ensure that RE is well taught and pupils value the school's new and creative approach to teaching and learning in RE. The school enjoys excellent and mutually supportive relationships with the church. Occasions when church visitors contribute to the pupils' learning, particularly in RE, are valued by the school. In turn, the school encourages pupil involvement in church based clubs and publicises church events. Support from the Diocese has contributed to the school's development as a church school. Opportunities such as the Cathedral leavers' service bring breadth to the pupils' understanding of Christian community. Through the experience of many of their peers and links with communities overseas, the pupils' understanding of Christianity as a world faith and of global diversity is strengthened. The parish priest is a familiar visitor to the school and children, staff and parents welcome opportunities to worship together in school and at church. Parents say that the school is well regarded in the community and talk of the Christian love the school shows to each and every pupil and family. They speak highly of the school's system whereby good news is shared instantly and concerns or questions are dealt with efficiently and in confidence. Parents recognise the importance of the care given when the school hears of families facing difficult times. They comment that 'nothing is ever too much trouble for the staff here'.

SIAMS report    November 2016    St Clement's CE VC Primary School, Manchester    M11 1LR