

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

### Godfrey Ermen Memorial C of E Primary School

School Road, Eccles, M30 7BJ	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Manchester</b>
Previous SIAMS inspection grade	Good
Local authority	Salford
Date of inspection	27 April 2017
Date of last inspection	May 2012
Type of school and unique reference number	Voluntary Aided 105946
Headteacher	Jenny Clancy
Inspector's name and number	Gillian Rhodes 657

#### School context

Godfrey Ermen Memorial is a larger than average voluntary aided Church of England primary school with a nursery. The school is now a two-form entry school in Reception, Year 1 and 2 and consequently numbers on roll are increasing. The school is situated in an area of significant socio-economic deprivation. The majority of pupils are White British. The percentage of pupils supported by additional pupil premium funding is well above the national average. The proportion of pupils with a statement of special educational needs and disabilities is below the national average. Figures for attendance at the school are below the national expectations.

#### The distinctiveness and effectiveness of Godfrey Ermen Memorial School as a Church of England school are good

- Leaders, including governors, articulate, demonstrate and promote a vision for the development of the school and its pupils which is rooted in distinctively Christian values.
- Christian values of respect, tolerance and friendship underpin high standards of behaviour and positive relationships across the school family.
- The regular inclusion of Biblical material and Christian teaching in collective worship ensures that pupils display excellent knowledge of the seasons of the Church's year and Christian festivals.

#### Areas to improve

- Further develop pupils' understanding and ability to explain the link between Christian values and the everyday life of the school.
- Extend pupil involvement in planning and leading worship and in contributing to the prayer life of the school in order to enhance pupils' spiritual development and enrich experiences of worship.
- Embed creativity in teaching and learning and clarify learning objectives in order to maximise challenge and inspiration for pupils in religious education (RE).

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

The school's acrostic motto PRIDE - Personal excellence, Respect and friendship, Inspire and innovate, Determination and Equality - clearly expresses its mission and aims. Links are explicitly made between the five strands of the motto and distinctive Christian values including hope, forgiveness, tolerance, endurance and compassion. These Christian values are clearly expressed by school leaders who attribute excellent behaviour and positive relationships across the school family to them. Pupils explain how school values help them to behave and relate well to each other. They are, however, not yet fully able to articulate the Christian character of the values and make explicit the links between them and the learning, activities and events they experience at school.

Pupils' spiritual, moral, social and cultural (SMSC) development is a key motivator in school policy and practice. There is particularly strong emphasis on social and moral development. The work of the pastoral team and family support officer is underpinned by Christian compassion, effectively supporting improved attendance and punctuality. Prompt contact and home visits reduce the number of persistent absences and ensure school attendance data is moving closer to national expectations. Pupils' roles as anti-bullying ambassadors, playground leaders and school councillors develop respect, forgiveness and a sense of justice.

The Christian values of hope and endurance focus attention across the school community on the academic development of pupils. A review and revitalisation of the school's Christian vision and values has led to improved performance. Pupils now make good progress and meet national average expectations from starting points which are generally below national age related expectations. Opportunities are identified through the whole curriculum to promote pupils' SMSC development. Experiences such as visits to the seaside, a farm, museums and the Children's University are successful in broadening pupils' cultural horizons.

Pupils recognise the importance of RE which contributes positively to the development of the Christian character and values of the school. The multi-faith RE curriculum and world religion theme days develop pupils' understanding and respect for diversity in Christianity and other cultures and faiths. As a result of finding out about Christmas and Easter celebrations around the world, pupils demonstrate good understanding of Christianity as a multi-cultural world faith.

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

Collective worship is important in the life of the school. The coming together of the school community of pupils, staff, governors and families is valued by all as a demonstration of the Christian character of the school. Pupils respond well in worship and participate willingly. Worship themes are linked to the PRIDE motto and associated Christian values and strengthen the impact of these on behaviour and relationships. Worship is closely linked to conduct and moral development. Charitable actions are carried out regularly and given high profile. However, pupils are not yet able to confidently explain this in Christian terms as God's love in action through them.

Biblical material and the teachings of Jesus are regularly included in worship. Christian festivals and the seasons of the Church's year are central to worship planning. As a result, pupils have excellent knowledge of the Anglican calendar. They experience Anglican traditions through the use of the Lord's Prayer and the vicar's leadership of worship. Baptism and confirmation programmes are part of the school's worship life and effectively promote the spiritual development of pupils and their families. Pupils are able to describe God as Father, Son and Holy Spirit.

RE books show that pupils value and understand prayer as a conversation and relationship with God. They explain that prayers are part of collective worship and are said daily at home-time. Prayer trees in classrooms display prayers written by pupils. A school councillor said, 'We write lots of prayers. We really like it when they're used in worship.' However, linking prayers to wishes limits pupils' broader understanding of prayer as the expression of thankfulness or a source of comfort, as well as hopes and aspirations.

Pupils enjoy participating in worship through song, drama, questions and reflection. Year 6 pupils take responsibility for aspects of worship organisation. Positive pupil evaluations of the spiritual impact of Easter and Christmas experiences in church for some classes led to the organisation of Harvest experiences in school so that all pupils could share the focus on fruits of the Spirit.

Worship is led by members of staff and by clergy from two local churches. The worship programme is planned by the headteacher. Worship takes place in school and regularly in St Michael and All Angels church. Worship leaders evaluate the impact of worship on pupils' spiritual understanding. They recognise that pupils have the skills and knowledge to plan and lead worship with some degree of independence and plans are in place to provide this opportunity.

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

Pupils make good progress in RE from their starting points and standards are in line with national expectations. RE is a high profile subject in the school. A pupil explained, 'We learn about people's beliefs and this helps us think about our own lives.' The majority of teaching is good and enables pupils to develop skills of evaluation and reflection. A Year 3 and 4 lesson demonstrated effectively pupils' ability to interpret examples of works of art portraying forgiveness. Lessons link strongly to personal and social development as pupils make links between their learning and their own lives and opinions. Year 5 discussions of Christ's victory over death at Easter prompted pupils to consider feelings of victory in their own experiences. In some lessons, however, the learning objectives are not clearly expressed in terms of RE.

RE teaching and learning are planned in line with the diocesan syllabus. Opportunities for assessment contained in the syllabus are used to regularly assess pupils' learning. As a result, activities are differentiated appropriately to meet the needs of pupils. Pupils describe RE as interesting. Talk partner and freeze frame techniques involve pupils actively in lessons. Learning logs for each topic highlight pupils as 'faith explorers'. Imaginative approaches to learning in RE are built in to the syllabus. The embedding of creative teaching and learning activities and ways of recording pupil responses is increasingly effective in providing challenge and inspiration for pupils across the school.

Pupil knowledge of key aspects of Christianity is developed effectively through teaching in RE. This supports the SMSC development of pupils and Christian values of the school promoted in collective worship. RE teaches pupils about the beliefs and practices of other world religions. Pupils of other faiths take pride in being encouraged to speak to their classmates in RE about their beliefs and the part they play in their lives. Older pupils are able to make comparisons between the faiths studied.

The headteacher has subject leader responsibility for RE and carries out regular monitoring and evaluation. She communicates findings to staff and governors and draws up action plans for further development. Consequently, expectations for creative teaching and learning and more systematic coverage of religions other than Christianity have been raised.

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

Christian values are articulated, modelled and promoted by all leaders, including governors. They have a clear vision for the development of the school as a Christian school for all members of the community and for all pupils as individuals unique and special in the eyes of God. Leaders' understanding of the school's Christian distinctiveness is thorough. However, it is not always fully communicated to pupils who at times do not understand the Christian values and rationale underpinning school activities. Aspects for development identified at the last SIAS inspection have been addressed. Evaluation of the impact on pupils of worship and the Christian character and vision of the school is now an integral part of school self-evaluation. The headteacher and vicar worked together to audit the impact on pupils of provision for their SMSC development. As a result, next steps planning is in place to build on current good standards.

Links between the school, families and the church are strong. The positive impact of Messy Church, held regularly in school and led by members of the church, is highlighted by all groups in the school family. The involvement of families in this project has led to increased family attendance at church and requests for baptism and confirmation of children and adults. Pastoral support for families provided by the school is supported by the pastoral role of the vicar who is a regular, visible presence in school. Governors are frequent visitors to school, attending events and supporting activities. Consequently governors are able to evaluate the impact of Christian distinctiveness on pupils informally in addition to formal monitoring procedures.

Pupils are involved in a wide range of local activities, as evidenced in class diaries which are highly valued by pupils and staff. Pupils take part and perform well in sports competitions. The choir and ukulele group perform regularly at local events. Pupils and their families support the local foodbank and mission through Harvest donations and an Advent giving calendar project. These projects effectively build pupils' understanding and enable them to show Christian compassion for their local community. Support for wider communities is developed through appeals for charities such as Children in Need.

The professional development of staff and leaders is promoted through diocesan training and involvement in networks and clusters. Leadership potential in staff is identified and governors are mindful of strategic development. Staff at Godfrey Ermen Memorial feel valued and respected. The Christian character of the school is summed up by a member of staff who explains, 'Our school really promotes a sense of togetherness and community, all working together for the common good.'