

# Summary SIAMS Self-Evaluation: St Wilfrid's CE Primary School

## School's theologically-rooted Christian Vision

Church of England Schools were entrusted to the church by philanthropists to continue to educate children in a Christian setting.

*Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.*

This is rooted in the Parable of the Mustard Seed – Mark 4: 30-32.

## Inspection Conversations: Context

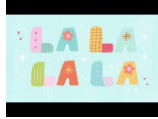
<p>Who are we?</p>	<p>At St Wilfrid's, there are currently 328 children on roll. 16.5% of children are SEN (below National Average of 17.3%). 4% have an EHCP (13 children), broadly in line with the NA. 22% of children are Pupil Premium (NA is 23.8%). 25% of children are EAL (above NA of 20.2%). We have strong collaborative Trust links and links to St Wilfrid's Church: school services each half term; Harvest festival donations; trips to church for different year groups during Religious studies; singing at Sunday family services (e.g. Mothering Sunday, Christingle and Easter) throughout the year; Reverend Andrew works with Pupil Leadership Groups (formerly known as Ethos Group) across the school throughout the year; collective worship each half term led by Andrew Bradley himself; advertise church events and Parish News in school newsletter; and on Class Dojo. As a Trust, we have a newly formed link with Bible Encounters, who deliver interactive Worship Times every term. We are now reaching out to new local community support networks, who are working with us as St Wilfrid's to fulfil and extend our Christian Ethos (The Message Trust). Stake Holder interactions are important to us as a school as we value feedback from the community we serve e.g. Themed Parent Coffee Mornings, supportive meetings, information workshops to engage parents in their children's learning journey at St Wilfrid's.</p>
<p>What are we doing here?</p>	<p>Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential. This is rooted in the parable of The Mustard Seed – Mark 4: 30-32. These ideas of Belonging, Believing and Becoming are the guiding principles behind everything we do at St Wilfrid's. <b>Belonging:</b> to each other in mutual support, respect and trust; to the community of Northenden; to the Diocese of Manchester, as part of a family of 191 Church of England schools; and to the world in which we live, caring for the whole of creation regardless of race, religion or background. <b>Believing:</b> in our gifts and abilities, as each child is unique and valuable; in our potential, as each child will be challenged and nurtured; and in our Christian faith, as each child will be guided by our church ethos and values. <b>Becoming:</b> responsible and productive - a force for good in society; engaged and pro-active - ready to change and challenge the world around us; aware of our vocation, with a growing sense of purpose and preference; and well-rounded and self-aware, through a holistic and broad-based education. We want to empower our children to become active global citizens.</p> <p>The parable is a powerful representation of our aims moving forward. It allows us to 'grow' our core support for schools, whilst engaging 'good' and 'outstanding' schools in a conversation about retained autonomy and innovation. Children take part in Collective Worship every day: Monday, a whole school collective worship based on our 6 Core Christian Values (one per half term) linked to The Bible; Tuesday, a Class Worship reflecting and retrieving on their learning and discussions from Monday's Collective Worship as well as taking a deeper route through our newly introduced Windows, Mirrors and Doors approach (to broaden and deepen children's spiritual learning); Wednesday, a Collective Worship through song linked to our Christian Values and Christian events; Thursday, a Class Collective Worship through Picture News where the children explore their connection with the world and develop an understanding and appreciation of local, national and global concepts; Friday, our #Thrive Award which celebrates children's achievements through</p>

their Character Development (which incorporates our Learning Values, Christian Values, British Values etc.) Our Collective Worship Lead creates a Long and Medium-Term Plan for Collective Worship.

Our RE curriculum has been guided by the Statement of Entitlement and the National Curriculum. We have created our own RE policy (see file). Through KS1 and KS2 RE is timetabled for 1 hour and 15 minutes every week. Guided by the diocese, we follow Questful RE and Understanding Christianity, which we feel offers opportunity for reflection and a well-rounded view of not only Christianity, but other religions. Our RE Lead is currently undergoing training on the new Manchester Syllabus with the Diocese, in preparation for the September 2024 implementation. Our staff will carry out training on the new syllabus, delivered by the RE Lead, in June 2024.

### Inspection Questions (IQ) How then shall we live?

*(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p>1. How does the school's theologically rooted Christian vision enable people to flourish?</p>	<ul style="list-style-type: none"> <li>• Our theologically rooted Christian vision is from the Parable of the Mustard Seed (Mark 4: 30 – 32) is deeply embedded in the school's practice - curriculum, behaviour and attitudes, personal development, with parents and carers and St Wilfrid's Church (see curriculum intent on website).</li> <li>• Our Local Governing Body now meets as a whole board each term with committee meetings scheduled in between e.g. Curriculum and Standards. Our governors lead St Wilfrid's strategically (see LGB minutes for more detail and impact) with a real focus on ensuring the school demonstrates clarity of our vision, ethos and strategic direction.</li> <li>• Our Mission Statement (See Evidence Folder 1) works in partnership with St Wilfrid's Church Mission Statement: "A welcoming and open community of faith, reaching out in love and friendship." In the life of our school, our collaboration and decision making, prioritises the needs and provision for our ever changing community.</li> <li>• We have 6 Core Christian Values (See EF1), which have been chosen by the children and are linked to our theologically rooted vision.</li> <li>• Close links to St Wilfrid's Church through School Church Services, Tuesday Tots, Sunday Church Services and through donations (Harvest, Christmas and Easter Cards).</li> <li>• Connecting music to our Christian Values e.g. for our Forgiveness Value, children sing Be Kind and Compassionate</li> </ul> 
<p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<ul style="list-style-type: none"> <li>• We are broadening and deepening children's Spirituality following our close links with Manchester Diocese. We are in the initial stages of our journey to ensure this influences all areas of education and life at St Wilfrid's - (See Website and EF2 for more information).</li> <li>• Children are encouraged to reflect on their connections: with themselves, others, the world and a God/or belief. This reflection takes place through Collective Worship as well as all aspects of the curriculum. Through this approach, we are encouraging children to enable their voices to be heard. This is evident through the number of applications received for our Courageous Advocacy Team (a newly formed Pupil Leadership Group) and the diversity of the children applying.</li> <li>• Our Collective Worship provides children with the opportunity to reflect, retrieve (long term memory) and be agents of change. Our recently introduced Windows, Mirrors and Doors approach provides the children with empowerment and connection: The information the children hear from The Bible (Window) is then reflected on personally (Mirror) and the children are encouraged to think how they can apply this to themselves and live</li> </ul>

	<p>out what they have learnt (Door). Our Pupil Leadership Groups are advocates of change and embed this approach through their delivery of Collective Worship.</p> <ul style="list-style-type: none"> <li>• Our curriculum is designed to mirror the Parable of the Mustard Seed where children continue to grow, learn new knowledge and skills throughout their journey at St Wilfrid's. As outlined in our overviews (See EF2), leaders consider the first small steps that our youngest learners take in their subject area and how their knowledge will continue to develop as they journey through St Wilfrid's and beyond. (See Video on Website – Values and Ethos).</li> <li>• Most obviously children's development through the curriculum is seen by looking at the work they produce. Rigorous monitoring takes place where the depth of children's understanding and therefore the quality of the curriculum can be assessed. However, a deeper and more personal impact of the curriculum can be found through pupil voice. Children are interviewed by subject leaders about specific units of work and their ability to comment on what they have learnt some weeks after the unit has finished, is a clear indicator of a successful curriculum.</li> <li>• It is stated in our vision that all children should be cherished and challenged to fulfil their potential. This means that all staff are aware of the fact that not all children are learning on a level playing field. Therefore, adaptations to resources are provided when required and additional support is targeted in lessons to those who need it most.</li> <li>• At various points throughout children's school life, children are offered extra support to aid their learning, explore misconceptions and revise prior knowledge.</li> <li>• In a more pastoral sense, strong relationships between the school and families of children who are classed as vulnerable are key.</li> <li>• Being part of a Trust supports curriculum and subject leaders through the sharing of expertise and ideas when redesigning the school's curriculum for the foundation subjects. A meeting between these leaders and a local HMI inspector resulted in some excellent guidance and direction in terms of curriculum design.</li> </ul>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<ul style="list-style-type: none"> <li>• Collective Worship has a high profile across the school, this is supported by parents and staff. This is evident through our reflective programme.</li> <li>• Children in KS1 and KS2 take part in Collective Worship each day, as do Early Years.</li> <li>• Children have the opportunity to reflect and pray quietly at the beginning and end of collective worship and there are opportunities for children to pray aloud.</li> <li>• Our collective worship times are based around our chosen Christian Values and Christian Vision, using a range of resources to support; British Values; Character Development; Picture News; Spirituality; or our chosen six Rights Respecting School.</li> <li>• Anglican greetings are used in worship time, which have been developed with St Wilfrid's church and change according to the Christian calendar.</li> <li>• Once a half term we have a Clergy led collective worship time (Andrew Bradley).</li> <li>• Pupil Leaders are encouraged to lead Collective Worship Time, as well as Pupil Leadership Groups. Currently, this has been by our Year 6 Leadership Team as our Pupil Leadership Groups are undergoing a restructure where the Courageous Advocacy Team are being formed.</li> <li>• Children know what worship is from a young age and know how to reflect on their own thoughts and feelings. Class Worship is age appropriate.</li> <li>• Children experience the reality of prayer and appreciate that they are communicating with God.</li> </ul>
<p>4. How does the school's theologically rooted Christian vision create a culture in which pupils</p>	<ul style="list-style-type: none"> <li>• Our Long-Term Collective Worship Plan enables children to develop their knowledge of what goes on in the world around them. This is done through our Spiritual links (SMSC) and Picture News, which is currently being introduced into our EYFS. These ideas promote diversity, respect and living well together.</li> <li>• As a staff team, we flourish together as one, with nurture and care, and are empowered as a community to support one another. We do not have a wellbeing team as we feel our whole team is able to provide the encouragement, support and improvement to one another, and give one another the courage. We have Mental Health First Aiders, coupled with an approachable SLT meaning that all staff flourish, are loved and supported when the challenges of life outside of school impact on their lives inside of school.</li> </ul>

<p>and adults are treated well?</p>	<ul style="list-style-type: none"> <li>• Individual academic and values-based achievements are regularly celebrated in the weekly #Thrive Award.</li> <li>• Our PSHE Curriculum encapsulates our Character Development, promoting positive relationships, empathy as well as developing social awareness.</li> <li>• Where needed, pupils are given the opportunity to access further provision to support their learning as well as their Mental Health. This support and provision is provided by trained staff within school, as well as local charities e.g. M-Thrive.</li> <li>• Termly Trust Review reflects collaborative approach (See EF4).</li> <li>• Mental Health Assemblies are delivered throughout the year – October, February and May in line with World and National Awareness Days.</li> </ul>
<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<ul style="list-style-type: none"> <li>• Children at St Wilfrid's are confident in sharing their thoughts and know they have a voice – Pupil Leadership Groups. This is evident when discussing the right to an opinion and democracy with the children. Children feel valued and heard by all staff at St Wilfrid's.</li> <li>• We have positive and supportive links within the wider community e.g. St Wilfrid's Church Community, The Message Trust and Cluster Schools</li> <li>• The school recognises the diverse community we serve and support and prepare pupils for life beyond this. They achieve this through their focus on courageous advocacy: Barnabus Collection, Sponsored Run for St Wilfrid's Church Roof, Dear Neighbour, Shoe Box Appeal.</li> <li>• Rights Respecting School where pupils are confident to talk about what they're passionate about; what they believe in; what changes they feel they can make, whilst maintaining respect for one another. Rights Respecting School – Gold Award Achieved.</li> <li>• School Choir sang at various events: Northenden Tesco (Christmas Fair), Elderly Resident Home, Elderly Resident Christmas Party at Northenden Social Club, Manchester Airport, St Wilfrid's Church Events (Mothering Sunday).</li> <li>• Picture News (Thursday's Collective Worship) has links to Values, Rights and opportunities for reflection. This educates children on local, national and global matters. Year 6 Leadership Team are beginning to lead Picture News across the school.</li> </ul>
<p>6. Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</p>	<ul style="list-style-type: none"> <li>• Questful RE is used alongside Understanding Christianity, which was prepared by the Blackburn Diocese and adopted by the Diocese of Manchester. This has been adapted (See EF6) due to the school being one and half form entry. The scheme has supported staff to deliver RE in a way that enables the children to explore the Christian faith and encourage them to ask deeper questions.</li> <li>• Children are given the opportunity to reflect at the end of the lesson through the use of the growth reflection questions (See EF6) we ask during RE sessions. Children are encouraged to challenge and think deeply into key concepts - this is done both orally and recorded in to RE books/ class reflection books/ prayer spaces.</li> <li>• RE Lessons account for 5% of the weekly timetable.</li> <li>• Using the Questful RE planning we dedicate approximately 20% coverage of other religions. The planning also allows for more in depth learning when exploring people of faith and how their faith impacts on their lives.</li> <li>• Our RE Lead has planned for visits to different places of worship linking to the 2-year cycle devised (e.g. LKS2 visit Jewish museum when studying 'places of worship'- See file for more examples). Pupils are able to discuss other religions using religious vocabulary. Pupils respect others' views and understand the important of religious celebrations. Children can compare religions based on the knowledge they have gained.</li> <li>• RE Lead has attended and hosted RE Hub Meetings as an opportunity for RE Leads across Manchester to collaborate, share good practice and reflect on pupil learning.</li> <li>• We prioritise CPD training for our ECTs to ensure they are provided with the training and support from our diocese, and what it means to work in a Church of England School.</li> <li>• As a school, we seek new opportunities provided by the diocese (through their newsletters) to educate and provide the children with a broad understanding of the world and links to faith (Planet Savers, Shades Project and Wiggle Worship Training).</li> <li>• Money has been spent on resources for EYFS to support their teaching of Bible Stories. An audit has been carried out on resources. Money has been put aside to spend on resources to coincide with the new syllabus (Sept 2024).</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff have received Understanding Christianity training and teachers new to teaching in a Church School have been supported with the planning and teaching of RE, as well as attending training to support them teaching RE in a Church School (Christian Basics Training).</li> <li>• RE Lead has reported to governors on the RE Curriculum, Worship Time and the progression through school.</li> </ul>
<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	<ul style="list-style-type: none"> <li>• The RE Leads across the Trust develop assessment sheets (Unit Assessment Sheet) which help staff to plan, prepare and develop their reflection questions (see website – End Points).</li> <li>• Staff provide the opportunity for children to retrieve their learning through a Retrieval Quiz: this includes previous lesson, previous unit and previous year group knowledge to support children’s development and their long-term memory.</li> <li>• Children are encouraged to reflect on previous learning as well as make connections through their learning in relation to The Bible, key stories and events in their own life. Children reflect on how The Bible teaches children to respect and love one another and how this impacts their daily lives.</li> <li>• A low stakes quiz is used at the end of a unit to inform teacher’s assessment providing staff with any misconceptions that need to be addressed, or further teaching.</li> <li>• Self-assessment enables the children to accurately self-assess. This makes it easier for teachers to make an informed judgement on our school assessment system. The accurate assessment data enables teachers, the RE lead and the SLT to run data reports and to set targets for groups of learners and also impact on future learning.</li> <li>• A Triangulation Approach to monitoring takes place half termly consisting of lesson visits, book monitoring and pupil voice.</li> <li>• Dedicated time given to staff following Triangulation Approach to share findings, review and set targets.</li> <li>• Pupil voice evidences that children are fully engaged in RE lessons and enjoy developing their spirituality through opportunities to reflect and answer Big Questions.</li> <li>• Our School Development Plan proactively focuses on and prioritises our Christian Vision, what this looks like and the uniqueness to St Wilfrid’s.</li> <li>• Rigorous quality assurance and monitoring from SLT, CEO and governors indicate that RE teaching, learning and pupil outcomes is of a good or better standard</li> </ul>