

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Philip's Church of England Primary Academy, Girdlington	
Address	Whitby Terrace, Girdlington, Bradford, BD8 9JL

School vision
Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens. 'Let your light shine' - Matthew 5:16 We endeavour to ensure we are always 'Working together with hope in our hearts.'
School strengths
• The Christian vision is underpinned by the school's clear set of values and principles. Pupils and adults are nurtured in a loving community and are able to flourish as a result. It binds the community in a singularity of purpose that supports adults and pupils to thrive.. • Shaped by the Christian vision and values, the curriculum is built around each pupil belonging to a set of ever widening circles of community – local, national and global. Through rich, first-hand experiences and explorations of diversity, pupils grow and gain a strong sense of identity. • The wellbeing of all is of paramount importance to leaders. Nurturing support for mental health and wellbeing meets the social and emotional needs of pupils and adults well, allowing all to flourish. • Collective worship has a profound impact on the personal and spiritual life of each member of the school community. Inspiring biblical teaching impacts tangibly on the way pupils think and behave. Regular moments of prayer and meditation create a sense of peace, bringing wholeness and hope to all. • The leaders of religious education (RE) have designed a well-balanced, engaging curriculum, which builds on prior knowledge. As a result, pupils demonstrate a deep understanding of worldviews and a range of religions, including Christianity. Exemplary opportunities to respond creatively ensure excellent progress in RE.
Areas for development
• Determine and embed a shared understanding of the language of spirituality. This is so that adults and pupils can recognise and express spiritual growth more effectively.
Inspection findings
St Philip's is a Church school serving a diverse area. The school's impact on its community is transformational. Leaders ensure all individuals develop their gifts and flourish. The school's Christian vision is articulated in its mission to serve God and the community. Leaders recognise the

uniqueness of every pupil and work hard to empower them. They will do whatever it takes to help them realise their potential. This reflects a key part of the school's shared values that focus on 'hope in our hearts'.

Governors and the trust prioritise the needs of adults and pupils. Leaders intertwine the Christian values, bringing them alive in ways that capture the understanding, enthusiasm and determination of everyone. Policies and practices meet the school's current context and future needs, underpinned by a clear set of values and principles.

Inspired by the vision, leaders ensure that the learning and other opportunities for pupils are responsive to their needs.

A high-profile acronym, Noah's Ark, is known by all and powerfully highlights the school's shared values. This is effective in inspiring everyone to adopt them in their daily lives. They are successful in encouraging pupils to be nurturing, optimistic, aspirational, hopeful, sincere, assured, respectful and knowledgeable. This is equally true for pupils with special educational needs and/or disabilities. All are encouraged in their sporting, creative and spiritual flourishing through the range of additional clubs and activities. These values are actively integrated into the school's ethos, shaping the curriculum and preparing pupils to be global citizens. Most pupils speak English as an additional language and follow the Islamic faith. St Philip's works hard to connect all and let their 'light shine'.

Collective worship is a cherished part of each day that everyone enthusiastically engages with. Every collective worship asks the question 'how does this link to our vision and values?'. Pupils from a range of backgrounds share their religious practices and celebrations within Christian worship. This inclusive worship is welcoming, therefore pupils and staff feel cherished as precious children of God. This effectively enhances the spiritual flourishing of adults and pupils.

Pupil worship leaders meet weekly to assist in planning and evaluating worship. Consequently, they take the initiative in building prayerful, reflective experiences. Simple routines encourage all in their understanding of the Trinity. Increasing familiarity with Bible stories helps everyone to see how God and Jesus affect the lives of Christians. Careful planning of worship celebrates the church calendar. Prayer is recognised as a powerful response to personal, local, national and international events. Along with the values and vision, prayer is seen as a route to understanding God's world and responding to it. Adults, including parents, know that they are invited rather than compelled to worship. They appreciate this respectful approach, as do the pupils themselves. The local church welcomes the school for key Christian celebrations including Harvest, Christmas and Easter. The school has several spaces for calm, prayer and reflection. The liturgical worship display links with the prayer chains that the whole school has made. Wildlife spaces have areas for reflection and prayer, drawing from the vision and values. Pupils feel that this helps them to 'let their light shine'. The prayer tree is accessible for all. The pupils also created their own St. Philip's School prayer using the vision and values. Pupils are excited to share with their parents how they have let their light shine during the day. For many parents the school shines for them like a beacon in the community.

Leaders' recent introduction linking spirituality to 'windows, mirrors and doors', is an example of developing spirituality and a deeper love of learning. The windows introduce experiences of awe and wonder, for example a big 'wow' was the visit by owls and their handler. This led to the mirror element related to pupils reflecting on their experience. Finally, the door was the experience and feelings of the visit. A pupil explained that after the owl visit, he realised how amazing God was to make such beautiful birds. Although adults plan for pupils to flourish spiritually, this is not always captured. This is because pupils, do not have the language to express with clarity, the impact that spiritual experiences have upon them.

A culture of dignity, integrity and respect supports relationships throughout the school. This extends to partnerships with parents and the wider community. It aids pupils and adults pastorally,

professionally and in their learning. For leaders, maintaining and enhancing the mental health and wellbeing of all, is a priority. Adults value the help they receive. As a result, families feel secure and valued by the school community. Pupils have a particularly mature response to the school's vision. Knowing that to shine they have to take responsibility for their actions. Consequently, behaviour is good and attendance high. Pupils of all ages are encouraged, and successfully contribute to the school family through leadership roles. These include school council and eco team members. Jesus' instruction to 'let your light shine before others' Matthew 5:16, empowers this generous community to act on behalf of others. Leaders successfully promote both preparation for future independent citizenship and demonstrate the influence of the vision and values in action. Leaders have established highly regarded partnerships that encourage pupils in their care of the community. The school community demonstrates this by planting in the church grounds for Greener Gillington and litter picking. Growing vegetables in the allotment then making pumpkin soup was another 'wow' moment with pupils explaining 'God made us all from seeds, God is amazing'. They collect for, and support foodbanks and the church food pantry. Pupils help to identify the national charities that they fundraise for and are exceptionally proud of their support for children's charities. Pupils consider this response as a moral and ethical sharing of God's resources.

Pupils really enjoy RE and see it as an important vehicle for them to learn about each other's beliefs and practices, as well as their own. Leaders ensure that learning in RE is challenging, interesting, accurate and meets the expectations of RE in a Church school. Using the diocesan resource, pupils are encouraged to respond to, and ask, big questions. They learn about a range of religions and worldviews. This helps them to develop a sensitive and respectful appreciation of the impact of world religions. In this, the school's approach of visiting places of worship and invitations to members of world religions to visit the school is fundamental. It brings learning alive, exciting pupils and enriching their understanding of the beliefs and practices of others. In this way, RE importantly extends pupils' appreciation of difference and diversity in society. The subject is extremely well led, and the quality of the teaching is very strong. Pupils progress well because of the engaging and creative teaching strategies. Assessment processes are effective and pupils' progress is monitored and tracked robustly.

The inspection findings indicate that St Philip's Church of England Primary school is living up to its foundations as a Church school.

Information			
Inspection date	17 January 2024	URN	141098
VC/VA/Academy	Academy	Pupils on roll	221
Diocese	Leeds		
MAT/Federation	Bradford Diocesan Academies Trust		
Headteacher	Michelle Hargreaves		
Chair	Denise Poole		
Inspector	Elaine Bowers	No.	960