

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

### Archbishop Temple School

<b>Address</b>	St Vincent's Road, Fulwood, Preston, PR2 8RA		
<b>Date of inspection</b>	28 February and 1 March 2019	<b>Status of school</b>	VA Secondary
<b>Diocese</b>	<b>Blackburn</b>	<b>URN</b>	119814

<b>Overall Judgement</b>	<b>Grade</b>	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	Excellent
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	Excellent

#### School context

Archbishop Temple School is an 11 to 16 secondary school with 767 pupils on roll. The school has 14 out of 17 possible ethnic groups. 60% of pupils are of White British heritage. The next largest group, 29%, are pupils of Asian heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged, and the proportion of pupils who have special educational needs and/or disabilities, are well below the national averages. For most year groups, pupil prior attainment in reading, writing and mathematics well above the national average.

#### The school's Christian vision

Through our **faith** in God, Father, Son and Holy Spirit, we strive to **nurture** each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10.10) and use it in the **service** of God and other people.

#### Key findings

- The school's Christian vision results in imaginative and innovative curricular and pastoral practice which has a transformational impact on the lives of pupils and adults.
- Rigorous and effective systems of monitoring and evaluation include the school's Christian distinctiveness, and this ensures that this distinctiveness is embedded in all aspects of its life and work.
- Collective worship is part of the lifeblood of the school. It powerfully and creatively expresses the school's vision and has a demonstrably positive and enriching impact on the lives of pupils and adults.
- Pupils are inspired by religious education (RE) and greatly value the safe, respectful and challenging space it gives them to explore their own convictions and those of others.

#### Areas for development

- To develop mutually beneficial partnership links with schools in different parts of the world, so that pupils' knowledge and understanding of themselves as global citizens is enriched.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Inspection findings**

Faith, nurture and service are the foundation stones of the Christian vision of this excellent Church school. They determine its strategic and operational direction. Leaders, and particularly the inspirational headteacher, articulate the transformational impact the vision has on the lives of pupils and adults. Joint leadership of a Teaching School Alliance (TSA) enables the school to 'spread its sunshine' by promoting successful and innovative practice in teaching, learning and leadership. Through this and other partnerships the school contributes very significantly to the nurturing of other school communities, locally and regionally. The school is used as a centre of excellence by the diocese, with the result that effective and innovative practice is promoted in other church schools.

Governors' spending priorities reflect the school's vision. The school ensures that funds are available to support high quality alternative provision where this is needed – for example, for pupils who cannot access all the mainstream subjects. In addition, excellent continuing professional development (CPD) opportunities are provided for all staff. This provision includes developing their understanding of Church school education and preparation for Church school leadership.

Rigorous and exceptionally effective systems for monitoring and evaluating the school's life and work include the school's Christian distinctiveness. This ensures that the living out of the school's vision is constantly being developed and enhanced.

The school's curriculum, and its rich extra-curricular provision, is shaped by its Christian vision. Every individual is seen as a child of God to be nurtured to fulfil their potential – body, mind and spirit. A clear moral purpose underpins the curriculum, which is tailored to ensure the flourishing of all pupils. Teaching in all subjects nurtures pupils' appreciation of the spiritual dimension of human life and their ability to reflect deeply about moral issues.

Data reveal that the school is one of the highest achieving non-selective schools in the country. Progress measures for disadvantaged pupils are significantly better than the national progress measures for all pupils. This reflects the priority the school gives, in line with its vision, to serving and nurturing vulnerable pupils.

Pupils are deeply aware of the school's commitment to nurturing them to be the best they can be. They feel supported and challenged in their learning and in the development of qualities such as resilience and perseverance. The current absence of partnership links with schools in different parts of the world restricts pupils' appreciation of themselves as global citizens. They do, however, value the many opportunities they have to explore disadvantage, deprivation and the exploitation of the natural world. The school aims to 'foster a sense of outrage' through these opportunities. Its success is seen in pupils' support for a range of charitable activities, locally, nationally and internationally, and in such social action initiatives as a plastic recycling scheme. 'We want to do something to change the situation.' They recognise that the seeds of courageous advocacy are being sown in their hearts and minds.

The school is a very hospitable community characterised by caring, supportive and respectful relationships. 'Teachers respect us, and this has a great effect on how we treat others.' Difference and diversity are not only respected but also celebrated. The extremely rare examples of prejudicial language and behaviour are challenged by pupils themselves. Imaginative and innovative pastoral systems prioritise the wellbeing, including the mental wellbeing, of pupils. Such initiatives as the Lads' Club and the Arch Angels' Club promote the self-esteem, inclusion and flourishing of vulnerable pupils. 'Nurture reps' in each form promote effective peer to peer support. A sophisticated behaviour management system includes the appropriately named 'Pupil Inclusion Unit'. This is very successful in working with pupils who might otherwise be excluded. Pupils are given repeated opportunities to make a fresh start when they get things wrong. 'Whatever you do, staff never give up on you.' They recognise the value of forgiveness and reconciliation in enabling people to live well together. Their practice of these things contributes very significantly to the excellent behaviour in the school. The school's serving of the wider community is demonstrated by its having the highest success rate in the region for the integration of pupils excluded from other schools.

Collective worship is part of the life blood of the school. Excellent planning, and rich variety in content and presentation, ensure that it is invitational, inclusive and inspiring. Imaginative and innovative practice is seen in the system of 'faith reps' in each form and in the engaging online resource which they use for their leadership of form worship. They and staff are well trained and supported in their leadership of worship. The priority given to relating biblical and other Christian teaching to the lives of pupils and adults nurtures an appreciation of the relevance of faith in today's world. Illustrative material promotes understanding of Christianity as a living global faith. The community is clear about the positive impact which worship has on their lives, both in and out of

school. Prayer is a well embedded and natural activity. For example, pupils' giving of prayer cards to visitors reveals an informed and mature appreciation of its place and value. The well furnished and attractive chapel is a popular and valued venue. Regular pupil evaluations of worship lead to improved practice. The school's strong partnership with local church communities is expressed in a powerful way in worship. An example of this is the innovative practice of the Easter Eucharists taking place in four local churches and following the liturgical pattern of the host church. This enriches pupils' knowledge and understanding of the diversity of Christian worship and enables them to engage with the Eucharist in creative ways.

At both Key Stage 3 and Key Stage 4 (during which all pupils take GCSE RE), the time allocated to RE is in line with that recommended in the *Church of England Statement of Entitlement*. Pupils are inspired by the subject. They value the rich opportunities it gives them to explore their own and others' religious, philosophical and spiritual convictions in a safe and respectful environment. Innovative practice includes a GCSE project with a local Muslim girls' schools which enriches pupils' understanding of, and engagement with, Christianity and Islam in both schools. The priority given to engaging with theological concepts, texts and questions develops such higher order skills as critical analysis and interpretation. Highly effective methods of assessment inform planning and promote progress. All this results in religious literacy of an exemplary order, embracing living world faiths, including Christianity. The subject leader contributes significantly to the promotion of good and innovative practice in Church schools, and other schools, in the area.



**The effectiveness of RE is Excellent**

Teaching and learning are consistently good, and a high proportion is excellent. This results in GCSE RE having a consistent record of high attainment and progress which compares excellently with other core subjects in the school. For example, in 2018 only one other subject delivered better outcomes at the higher grades of 7 to 9. RE also has a consistent record of exceeding national averages for attainment and progress. The most able, those with special educational needs and/or disabilities, and disadvantaged pupils all make very good progress and achieve well, through innovative and effective support and challenge across the department. In 2018, a small negative progress figure for disadvantaged pupils was due to the late arrival of the new GCSE specification, which delayed the commencement of teaching by a term. The department enables the most vulnerable, and the most able, pupils to be creative and to flourish in RE.

Headteacher	Gill Jackson
Inspector's name and number	The Revd Canon Steven Harvey - 891