



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Archbishop Temple School, a Church of England Specialist College

St Vincent's Road  
Fulwood  
Preston  
PR2 8RA

#### Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 10 & 11 Jul 2014

Date of last inspection: May 2009

School's unique reference number: 119814

Headteacher: Gill Jackson

Inspector's name and number: Lyn Field 151

#### School context

This is a smaller than average secondary school that serves families from a range of socio-economic backgrounds. The proportion of pupils with special educational needs and those for whom the school receives extra funding is below average. In the last few years the proportion of pupils from ethnic minorities has risen with each intake and is now higher than in most schools. The headteacher took up post in October 2012 after an unsettled period and there is now a new senior leadership structure in place. The school has a chaplain for four days of the week and during one of these days, he supports two local primary schools.

#### The distinctiveness and effectiveness of Archbishop Temple as a Church of England school are outstanding

- Archbishop Temple is a highly distinctive yet totally inclusive church school as a result of the excellent strategic leadership of the headteacher and governors.
- The school motto, FAITH †NURTURE †SERVICE completely captures the school's approach to ensuring that achievement and wellbeing are of the highest standard.
- An impressive proportion of pupils have leadership roles so the Christian values are embedded at every level.
- Excellent religious education (RE) is a major factor in pupils' exceptionally positive attitudes to diversity and difference.

#### Areas to improve

- In RE, secure the development of enquiry based learning at KS3 and the new requirements for the curriculum at KS4
- Embed the changes being made to the role of pupils in supporting worship so that they have a greater impact on informing and monitoring its development

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

The three elements of the school motto FAITH †NURTURE †SERVICE are known to all members of the community and are seen to be lived out by governors and senior leaders as a model for the whole school. As a result, relationships at all levels and the quality of care adults and young people show for each other are hallmarks of the school. The academic and pastoral support of pupils are tailored to meet the precise needs of individuals. They are driven by Christian values and therefore focus on the child as well as the child's attainment. They embrace all backgrounds whilst retaining the school's distinctive identity as a church school. A prime example of this is 'Lad's Club', a unique and inspirational club for boys. The school has had particular success with pupils who have struggled in the past and transferred to the school mid-year. Achievement is high. The most able pupils do extremely well whilst disadvantaged pupils and those with special educational needs often do better than these groups nationally. Faith is discussed openly so pupils discover at first hand what it means in the lives of others. This gives them the confidence to ponder questions of life and death in considerable depth. Consequently, they have a deep respect for diversity and difference across all faiths. The slightest hint of bullying is promptly dealt with by staff. Pupils find any suggestion of prejudice totally unacceptable and say it is rare in the school. The subject knowledge of RE teachers is excellent so pupils gain a broad and accurate understanding of Christianity and other religions. Pupils welcome the compulsory status of RE because of the outstanding impact the subject makes on their spiritual, moral, social and cultural development and of how it prepares them to make choices about their personal faith. Constant attention is paid to spirituality across all subjects. It has a high visual profile through motivational texts and carefully planned symbols of the Christian faith. Panels of interlocking crosses, one for each pupil with their name and their chosen text, hang in the entrance and are highly valued by pupils.

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

The arrangements made to ensure that worship is inclusive are outstanding. All pupils and members of staff come together for worship without the beliefs or religious practices of any adult or pupil being compromised. This includes the celebration of the Anglican Eucharist which takes place either as a whole school led by the Bishop or in local churches that each House visits in turn. This means pupils gain first hand experience of different Christian as well as Anglican traditions. Pupils of all faiths are confident that this experience shapes their spiritual understanding and their exceptionally positive attitudes to religious diversity for life. The House structure is very important in the school and the two acts of worship each week cement the sense of belonging and prompt much of the social action and charity work that takes place. There are constant references to biblical teaching but it is the choice of themes that is notable because of the level of challenge they pose. The chaplain tackles complex theological concepts such as redemption and by linking them to issues in daily life, makes the ideas accessible to pupils. Careful selection of visual prompts and video clips means pupils refer back to acts of worship in lessons and can recall them months afterwards. They, therefore, gain an excellent understanding of key Christian beliefs such as the Trinity. There is more to do in areas such as making better use of the chapel and enabling all staff to attend House worship. However, the exemplary practice that exists in Archbishop Temple is there because every area for improvement brings innovation and is implemented in depth so that the whole community benefits in the long term. For example, the school has received a Diocesan Christian Distinctiveness award for 'Assembly in a nutshell'. This is a weekly summary of House worship to reinforce the key messages with form groups. The role of pupils as form worship reps is highly valued and has already received an award. However, monitoring has shown its limitations in how pupils can develop as leaders so this is being restructured for the next academic year. The prayer life of the school meets the needs of all members of the community through the breadth of what is on offer. This ranges from private prayer for individuals to voluntary services and prayer in every classroom to bring each day to an end. In particular, Muslim pupils make use of the arrangements for them to meet the expectations for prayer that are part of their faith.

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

Changes made to RE since the last inspection have tackled issues at a fundamental level. All pupils are now taught by five specialist teachers and all take full course RE at GCSE. As a result, standards are rising. The tracking of pupils' progress indicates that the vast majority are achieving above national expectations and that half of the current Year 11 will attain the highest levels in exams. This has been a focus over the current academic year to address a dip in previous results. The subject leader has an ambitious vision for RE in the school. She has an excellent understanding of the organisation and practical systems that are necessary to make the forthcoming changes to the curriculum at KS4 work effectively. Her passion for the subject is shared by the whole staff team. Improvements have been achieved by decisions at a senior level but also by collaborative work within the department to share good practice and trial new methods. The quality of teaching is consistently good and often outstanding. Pupils are increasingly responding to challenging questions because lesson plans focus on developing their skills of enquiry and analysis. The culture for learning is excellent so they take paired and group work very seriously and make insightful contributions to class discussions. This helps them keep up with the demanding amount of content packed into lessons. Teachers keep a regular check on understanding but do not always act quickly enough when it is clear that pupils need more time to probe issues in greater depth. The department is never complacent and is continually looking to develop the curriculum. At Key Stage 3, it is exciting because it is already enriched by special focus days with an emphasis on spirituality and by the Archbishop of York award. The various strands are well integrated so pupils apply what they have learned to practical situations and this gives real meaning to lessons.

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

The headteacher has an inspiring vision centred on the school at the heart of the Church's mission to the community. This is shared by discerning governors and unfolds very clearly in the school's outstanding partnership with the Church. Archbishop Temple is the only church high school in the Deanery. This relationship is taken very seriously by the Deanery Synod which meets in the school as well as providing financial support. Regular contact with local churches and the work of the chaplain have built the confidence of parents in the continuous church education available to them. Governors are exceptionally astute in their oversight of the school. Strategic planning as a church school is highly effective because there are systems in place that put the school's vision into practice and then make regular checks on how well it is working. The quality of these systems is what sets the school apart from the norm. The Christian Distinctiveness Action Plan is an ambitious one. It ensures that changes happening locally and nationally do not diminish the school's core purpose as a church school in any way. For example, a working party has been set up to monitor how the school is responding to its growing profile as a multi-faith school. Feedback from every group of stakeholders indicates that this development is deeply enriching. This success is a direct result of the headteacher and governors taking a long term view for the school. They have met with the leaders of the Muslim community and allocate pupil places to achieve a breadth of religious traditions in the school. The post of chaplain is part of a Diocesan arrangement for all its secondary schools. The overriding success of this arrangement is in the outreach to the community and in the pastoral support of pupils and staff that strengthens their capacity to face challenges in their learning and professional work. School leaders constantly live out the messages of the Gospel. The exceptional quality of support for those facing bereavement or crisis in their lives rightly happens unseen. It does, however, demonstrate very clearly that the meaning of the school motto runs deep and that they who nurture and serve others are themselves nurtured and served. Local partnerships enable senior staff to take on valuable external roles that strengthen their work in school. Now that a stable team is in place, the school is actively seeking development opportunities with church schools nationally. The priority given to the high profile of RE in the school means that there has been significant improvement since the last inspection and the school now meets the demanding *Standard of Entitlement for RE in Church of England Schools*.