

Case Study: St Philip's CE Primary School, Salford

Background to St Philip's CE Primary School

St Philip's has around 240 pupils, from Reception to Year 6. Some pupils' families have lived in Salford for many years, however, there is quite a high turnover of pupils because a number of families only stay in the area for a relatively short time. Some parents, for example, are academics or students at Salford University. Others are refugees or seeking asylum and are staying in the area temporarily. In addition, there are a lot of new houses being built around the school which is bringing in new families, with children entering the school into different year groups. 52% of pupils have English as an additional language, and around 40 different languages are spoken in the school. There are good connections between the school and the families.

36% of pupils are eligible for free school meals, and there are many families who are on low incomes but do not qualify for free school meals.

St Philip's involvement with Heritage Schools

The Head Teacher and another teacher have attended a number of online CPD sessions as part of the Salford Heritage Schools network, run by the Local Heritage Education Manager (LHEM). Before this, the school was already planning how best to localise their curriculum. The knowledge and skills which the teachers gained through the CPD, and continuing support from the LHEM, has enabled them to do this more effectively. The local heritage which the pupils learn about in each year provides a basis for history learning in general throughout that year.

"We generally use what's around us as a hook. The children can now understand better – they couldn't relate to it so easily before. For example, they didn't have the context for the Fire of London, so [the LHEM] suggested that the Year 2s study the fire of Liverpool Road (two cotton warehouses in Manchester which caught fire in 1866), and then move on to study the Fire of London" - Head Teacher

The Head Teacher wanted to create a heritage trail which would be used by pupils throughout the school to find out about the local area, and which would link to the topics, themes, people and events they study. She asked the LHEM for advice and support on how to do this.

"I saw wider appeal for this resource (i.e. that it would be of interest and benefit to other schools) because Chapel Street, the main road next to the school, has lots of fascinating buildings with loads of stories attached, which provide important information about Salford's history, locally but also links with national and global themes" - LHEM

The LHEM introduced St Philip's to a Manchester Tour Guide, who created two trails (one for Key Stage 1 and another for Key Stage 2) around historic buildings which are close to the school – see the section below for more details. The trails and teachers' resources are available on the Heritage Schools website:

<https://historicengland.org.uk/services-skills/education/teaching-activities/salford-heritage-trail/>

Salford History Walks

The Manchester Tour Guide carried out research about significant historic buildings near to the school to create the two trails. She led each class on the walk during one week in May 2023. The teachers came on the walks too, so that they will be able to lead the walks in future.



KS2 Route Map



PRINT OUT

Maps of the Salford History Walks

The LHEM created a teacher's resource with additional material such as historic photos and maps. It included activities to do on the walk, in the classroom, and for children to do with their families another time. An accompanying [StoryMap](#) resource enables pupils to remember the location of sites and revisit them in class, or to find out about them if they cannot physically go on the trail.

Activities

Do on the trail:

- Can you spot the Greek Revival style features on the town hall?
- Can you find the plaque which marks the events in Bexley Square in 1931?
- On the horse can you find: railway tracks, Vimto berries, a "Deeds not Words" rosette for Emmeline Pankhurst, a Harold Riley dog and gas lamp.

Do in class:

- Find out about Emmeline Pankhurst, who lived in Salford, or Harold Riley who was a famous Salford artist? Why are they such significant people?
- Find out more about the events of Bexley Square. Compare this to the events of the Peterloo Massacre which happened in 1819 and also involved working class people from Salford.

Do later:

- Visit the Emmeline Pankhurst statue in St Peter's Square, Manchester.
- Songwriter Ewan MacColl and author Walter Greenwood were both influenced to write about the Battle of Bexley Square. Can you find out what they said?

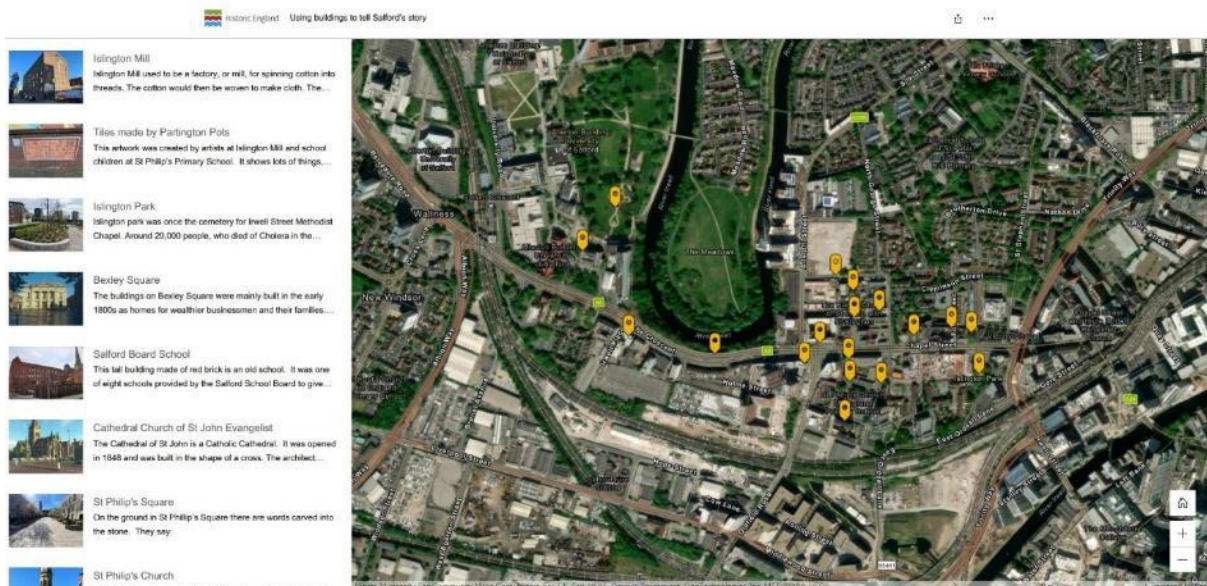
Look

Think

Investigate

Education Resources

Activities for Bexley Square



Screenshot of the StoryMap

To celebrate the launch of the resources, each class worked with artists from Islington Mill (a former cotton mill, now used as artists' workspaces), using screen printing to create banners about the local history around the school. The mill is opposite the school and the school has worked with artists on various projects over several years.

The school also held an event to showcase the resource and the work that the pupils had done. This was attended by St Philip's parents, teachers from other schools in Salford, the local MP and a photographer from the Manchester Evening News. The Head Teacher commented that some of the children talked enthusiastically to him about the places on the walk, encouraging him to do the walk himself – an example of their interest in their local history, and their confidence to tell people about it.



One of the pupils talks to Rebecca Long Bailey MP about the Heritage Walks and the art work the pupils created

Impacts on pupils

For this case study, six Key Stage 1 and six Key Stage 2 pupils talked about their opinions of the trails and what they had learned. All of them had enjoyed the walks, particularly finding out about aspects of the buildings and places. They talked knowledgeably and with enthusiasm about people who had been there and events that had happened, for example:

- The 20,000 people who died from cholera in the 1800s who are buried in Islington Park
- The protest about unemployment which took place in Bexley Square in 1931, and the comparison with the Peterloo Massacre
- The 200th anniversary of the structural collapse of Islington Mill
- Artist L S Lowry's quote *"If people call me a Sunday painter, I'm a Sunday painter who paints every day of the week"* on the paving of St Philip's Square

"I liked how informative the trail was – I didn't know about what had happened in Bexley Square and how much others suffered" - Key Stage 2 pupil

"We did Islington Mill in History, but [the Guide] told us a lot more" - Key Stage 2 pupil



Pupils with the Guide on the History Walk

Some of the pupils spoke in a heartfelt way about the value of going outside school to see places in real life. They described how they could relate more easily to the people who had lived or worked there, and better understand their experiences. It helped them compare their own lives with those of people in the past.

"The teacher can explain, but you can't picture it. You can be stepping where other people stepped. Outside, you can experience it and put yourself in their position" - Key Stage 2 pupil

All the pupils who took part in the discussion (Key Stages 1 and 2) said that doing the trails had made them feel prouder of the area around the school, and that they had learned a great deal about its history.

The walks helped pupils make connections between local, national and international history, for example the connection between the cotton processed at Islington Mill, the wider Industrial Revolution, the trade in enslaved people and the Lancashire cotton famine of the 1860s.

Although the Salford trail project had only recently taken place, the Head Teacher commented that the localisation of the curriculum more generally, supported by the Heritage Schools CPD sessions, was already having an impact on the pupils' attainment across the school. The increased quality of their work can be seen because they can more easily relate to what they are learning about, and they have more ownership and independence in carrying out their work.

"Their increased vocabulary and their first-hand experience will make a massive difference in their attainment" - Head Teacher

The pupils are more confident in talking about what they have learned about local history, and their research skills have improved. They have had opportunities to talk to a wider range of people about a wider range of things – for example, the Guide, the artists at Islington Mill, the MP and the photographer from the Manchester Evening News. The Head Teacher noted that the trails had increased pupils' aspirations, because they have found out about the achievements of local people in the past.

Impacts on teachers and the school as a whole

The Head Teacher commented that the learning gained from the Heritage Schools CPD sessions which she has attended, and then shared with the other teachers, has had a real impact on St Philip's. It has increased their knowledge and skills through finding out best practice from experts. All new teachers at the school receive this training from their colleagues. The Heritage Schools training has shown the best ways to carry out local history research so that it is less time-consuming for the teachers.

The History curriculum at St Philip's builds from one year to the next, using a thematic approach (such as Law and Order, Invasion and Settlement, Toys and Homes). Each year group learns knowledge and skills which are built on during the following year. In future years, the teachers at St Philip's will use the relevant buildings on the trails when they are studying particular themes, rather than doing the whole walk every year.

The teachers plan to do some oral history about the buildings on the trail, inspired by the fact that the grandfather of one of the pupils used to work in one of the buildings. They also plan that the pupils will add more content to the StoryMap and will take part in Historic England's Missing Pieces Project, adding information and pupils' artwork about some of the listed buildings on the walk.

The launch event for the trails made connections with other schools in Salford, beyond the cluster which St Philip's normally works with. Some of them have expressed an interest in developing their own trails with Heritage Schools.

Impacts on families and the local community

"The History Walk shows it's a good place to be, especially if you are new to the area" - Key Stage 2 pupil

The Head Teacher commented that the trails have brought everyone in the school together. All pupils and staff have had a shared experience of doing the walks, but more than this; staff, pupils and their families have realised that the heritage of the area is the heritage of all the pupils at the school, whether they and their families have lived nearby for many years, or whether they have arrived recently. The history of the places on the walks have shown that people have moved to Salford for very many years – moving here is not new – and they have made a positive contribution to the area. The teachers have encouraged the pupils to think about what mark they will have made in 50 years' time.

Many of the pupils have shared what they have learned on the walks with their families, who did not necessarily know about the heritage of these local places.

The trail project has made new links between the school and Salford Museum, and with the staff of the local history collection at the University of Salford, who provided a lot of research material for the walk.

Summary

"The History Walks project has been amazing. We've loved it, it's invigorated our curriculum and now local heritage forms the building blocks of our curriculum. It

has brought the school together as a family – everyone comes from such disparate backgrounds, and now we are a family and a team” - Head Teacher

The trails have had positive impacts on the pupils’ enjoyment of History, their knowledge of and pride in their local area, their attainment, and their confidence in talking to and working with adults whom they have not met before. They have found out about their shared heritage, which is equally relevant to those who have lived in the area for a long time and those who have arrived recently. The localised curriculum, which has been developed with support from the LHEM, has made their learning more relevant to them and thus easier to understand. They can share the trails with their families and friends, thus helping them find out more about the area too.

For the teachers, it has increased their knowledge of the local area and given them a resource which they will be able to use across the curriculum to support many different themes. The Heritage Schools CPD which they have taken part in has increased their skills in using historic maps and photographs, in carrying out historical research, and localising the curriculum.

The trails project has created connections between the school and Salford Museum and the University of Salford Local History Collection. The History Walks launch event has made new connections between St Philip’s and other schools across Salford, all of whom can easily access the trail resources via the Heritage Schools website.

The Head Teacher emphasised that she and her colleagues would not have been able to develop their use of local heritage to this extent without the support of the LHEM and the resources of Heritage Schools.