

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

| St Hilda's Church of England Primary School |                                            |                  |                         |
|---------------------------------------------|--------------------------------------------|------------------|-------------------------|
| Address                                     | Tilbury Street, Oldham, Lancashire OL1 2HJ |                  |                         |
| Date of inspection                          | 13 February 2020                           | Status of school | Voluntary aided primary |
| Diocese                                     | Manchester                                 | URN              | I05702                  |

|                              |                                                                                                                                                              |              |             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| <b>Overall Judgement</b>     | 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>Grade</b> | <b>Good</b> |
| <b>Additional Judgements</b> | The impact of collective worship                                                                                                                             | <b>Grade</b> | <b>Good</b> |
|                              | The effectiveness of religious education (RE)                                                                                                                | <b>Grade</b> | <b>Good</b> |

### School context

St Hilda's Church of England School is a large primary school with 409 pupils on roll. The majority of pupils are of Bangladesh heritage and Muslim faith. Most pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is situated in an urban area of very high deprivation. The headteacher has been in post since January 2019.

### The school's Christian vision

At St Hilda's Church of England Primary School, we nurture children to become respectful British Citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement, for I trust your commands. Psalms 119:66

### Key findings

- All leaders demonstrate a drive and passion for implementing the school's vision. It inspires pupils and adults to do their very best in every aspect of school life.
- Excellent relationships between all members of this community are a hallmark of this inclusive school.
- Pupils' demonstrate excellent respectful behaviour and attitudes to learning. This demonstrates their understanding and application of the school's Christian values of respect, community, knowledge and aspiration.
- Collective worship supports the school's Christian vision and associated values. It contributes well to school life and to the spiritual development of pupils and adults. Whilst some pupils have had opportunities to plan and lead worship, most pupils do not currently have this opportunity.
- Effective teaching in religious education (RE) results in pupils gaining a clear understanding of important Christian beliefs. The teaching of other world faiths gives pupils an understanding of key festivals.

### Areas for development

- Plan more opportunities in the curriculum for pupils to learn about world faiths including Christianity as a world faith. This is so that they develop a deep and secure knowledge.
- Enable more pupils to play a greater part in planning and leading collective worship. This is so that they have additional opportunities for personal and spiritual growth.
- Enhance the established reflections of worship so that this leads to improving practice.

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**

St Hilda's values each pupil as an individual. The school offers nurturing support to enable all to achieve their potential within its caring Christian ethos. Their Christian vision incorporates the biblical text, 'Teach me knowledge and good judgement, for I trust your commands,' Psalms 119:66. Leaders talk passionately of the importance within their local context of gaining knowledge to enable all to thrive. The vision is well established. Both adults and pupils talk about how the vision and values enrich their lives in school. One member of staff described the values as 'giving an anchor to our lives.' Pupils demonstrate the vision in action through their excellent learning attitudes, perseverance and desire to gain knowledge in lessons. As a result, the vision is visible in the life of the school.

Governors are committed members of the school community. They regularly review the distinctive nature of the school. All leaders, including governors, attend diocesan-led training courses to keep up to date with developments in church school education. Governors talk knowledgeably about the systematic approach to monitoring the impact of the vision that is in place. Leaders have ensured that issues raised by the previous SIAMS inspection have been addressed.

Reflecting the school vision, adults as well as pupils are supported to reach their God-given potential. The deputy head has completed the Church of England Professional Qualification for Headship. Teachers talk with enthusiasm of how training supports them with delivering effective RE teaching. Training is provided through attendance at diocesan-led events and dedicated staff meeting time. New staff value the training provided to develop their understanding of St Hilda's as a church school. The school seeks support to meet training needs through strong local and regional partnerships. These partnerships are effective in enhancing pupils' learning.

Links with the local church community are strong and very supportive. The vicar works closely with the school to further enhance the partnership between the school and Holy Trinity Church. As a result, pupils now regularly attend services in the church to celebrate key Christian festivals including Harvest and Epiphany. Both pupils and adults benefit spiritually from this participation. Additionally, it is helping pupils to further appreciate the traditions of Anglican worship. The school is at the heart of the community and the relationship between the church and school supports this. Working side by side, school staff, governors and church members provide support for the deprived community that they serve. An example of this is the school and church working together with the Poverty Proofing project. The project supports schools in overcoming barriers to learning that can occur due to families having fewer financial resources. Parents value the close relationship between church and school. They believe it helps pupils to learn positively about integration and diversity.

Inspired by the vision, leaders have created an inclusive curriculum that provides a breadth of experiences. As a result of this renewed focus, current educational standards within the school are good. The wealth of learning experiences, visits and visitors raise aspirations and enrich pupils' spiritual and cultural development. The carefully planned extra-curricular activities such as Bollywood dancing and debating club provide opportunities pupils otherwise would not have. Teachers provide planned experiences to enable pupils to understand and celebrate difference and learn about global issues. An example of this is the work with the Sophie Lancaster Trust. Year 6 worked with pupils from a different school to challenge each other's perceptions. Another example is the week of peace that the school held. Pupils considered how they may support others less fortunate than themselves and they were encouraged to take action. They were given many opportunities to be still, reflect and pray.

Guided by the vision, staff and leaders work tirelessly so that pupils and adults can flourish and live well together. This is evidenced by the pupils' respectful behaviour across the school. Wellbeing is vitally important to the school. Wellbeing ambassadors and health champions ensure that the pupil voice is heard and valued. Parents feel welcome at school. They value the approachability of all the staff at the school. The focus on developing the wellbeing of all within the school community is recognised within and beyond the local area. The school's wellbeing lead shared the school's good practice at the Oldham Learning Festival during the summer term.

RE is given high priority within the school. The RE subject leader is a key member of staff who drives forward improvements. The school follows diocesan recommendations for the curriculum. Pupils talk confidently about their learning of Christianity. They are provided with regular opportunities to read and reflect on biblical texts within RE lessons. Pupils' understanding of world faiths is growing. They spoke enthusiastically about an inter-faith day that has helped them to understand about the Feast of Passover. However, leaders recognise that they need to further develop the study of world faiths, including Christianity as a living world faith. This is to enable pupils to gain a deeper understanding of the impact of world religions on society and culture. Pupils are asked, and are able themselves to ask, big questions in RE, particularly about Christianity. Pupils believe that RE gives them a safe space to reflect on their own beliefs and those of others. It enables them to put the Christian value of respect into action. A member of the values and vision group explained, 'Learning in RE helps us to be more accepting, tolerant and show more respect for others.' Assessment in RE is established and is used well to measure progress.

Inclusive and invitational collective worship is of central importance to the school day. Pupils and adults value worship. It inspires pupils and adults to reflect and pray if they wish to. Worship is led by the headteacher, class teachers and the vicar. Bible stories are linked to the school vision and values. Worship includes a range of aspects of Anglican worship including lighting a candle. Through collective worship and RE, pupils are beginning to learn about God as Father, Son and Holy Spirit. Worship displays in each classroom provide daily opportunities for pupils to personally respond to reflection questions in worship. This enriches their spiritual development. At present, there is no system to collate these personal reflections to measure the impact of worship. The vision and values pupil team regularly share prayers during whole school worship. Classes occasionally plan and deliver whole school worship. However, there are insufficient opportunities for pupils to take on greater leadership and planning roles.

Through its Christian vision, St Hilda's makes a huge difference within its community. It helps both pupils and adults to be the best that they can be.



#### **The effectiveness of RE is Good**

The standards of teaching and learning are good. Where monitoring has identified areas for improvement, the RE lead has acted promptly to ensure that standards are consistently good. Pupils make good progress in RE. Vulnerable pupils engage well. RE provides a particularly supportive environment for them to develop and express their own thoughts and opinions.

Headteacher

Patricia Burton

Inspector's name and number

Rachel Pimblett 961