

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Hilda's Church of England Primary School			
Address	Warwick Road South, Stretford, Manchester M16 0SH		
Date of inspection	14 March 2019	Status of school	VA primary
Diocese	Manchester	URN	106351

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

School context

St. Hilda's is a primary school with nursery provision. There are 317 pupils on roll. The school has a very high level of religious and cultural diversity and many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The headteacher has been in post since January 2019.

The school's Christian vision

A Christian school: one family, learning with love, excelling through faith

St. Hilda's is a family school with clear Christian values. It is a joyful, caring community that is welcoming to all. We enjoy learning, work hard, have excellent behaviour and strive to ensure that we all reach our full potential. 'Let us love one another, as love comes from God.' 1 John 4:7

Key findings

- The Christian vision permeates every aspect of the school's daily life. It is understood and articulated by all members of the school community. Together with the core Christian values of love and faith, the vision ensures that everyone grows and flourishes in an inclusive and caring environment.
- The headteacher and senior leadership team have a strong Christian commitment to the development of the school. They are supported by an experienced governing board that brings expertise and challenge to strategic planning and the monitoring of Church school distinctiveness.
- The school celebrates its cultural and religious diversity and has created a family ethos rooted in the community. As a result, relationships across the school family are strong and based on Christian love.
- Strong subject leadership in religious education (RE) is ensuring that the revised diocesan syllabus and *Understanding Christianity* are being taught effectively.
- Collective worship is inclusive, has a variety of content and enables pupils of all faiths and none to develop spiritually.

Areas for development

- Develop the role of pupils in the planning and leading of worship in order to develop their understanding of the key elements involved and to further their spiritual development.
- Enable all pupils to give of their best when expressing ideas and opinions, in order that standards of written work in RE are consistent across year groups.

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

Following extensive discussion and consultation, St. Hilda's Christian vision is clearly articulated and understood by all members of the school community. It is rooted in a biblical context and has the Christian values of love and faith at its heart. As a result, it is lived out in all areas of the school's daily life and inspires strong relationships and partnerships. Focused on the needs of the community, the school embraces a commitment to equality and inclusivity. The Christian vision informs school policies, practice and development planning. Members of the governing board bring a wide range of professional skills and understanding to their roll. This results in effective monitoring of Church school distinctiveness. The school has strong links with the Diocese of Manchester, accessing professional development, conferences and direct support. As a result, staff and governors are well-informed in matters relating to current thinking in Church school education. The areas for action from the previous inspection have been addressed and have enabled the school to support pupils in their learning and spiritual development.

The school's Christian vision informs the broad and balanced curriculum. Pupils are excited by their learning and are able to develop their unique skills and qualities in a safe and supportive environment. A culture of challenge and perseverance enables all pupils to do their best and experience success in learning. The individual needs of every pupil are being met through Christian love and care and this ensures that they flourish academically, physically, emotionally and spiritually. A wide range of extra-curricular provision extends pupils' interests and develops self-esteem in creative and sporting activities. The school also places great importance on extending experience through residential visits and focus days which engage curiosity and imagination. Pupils say that their teachers know them well and that they feel secure and happy. As a result, there is a calm and purposeful atmosphere for learning. Pupils' academic achievement is carefully tracked and monitored and pupil progress meetings each term lead to appropriate deployment of staff and resources to meet the needs of everyone. As a result, all learners make good progress from their relative starting points.

The school is committed to offering its pupils many enriching educational and life experiences. This results in strengthened social, moral, spiritual and cultural development and an understanding of the ways Christian values can be applied to daily life. The focus on love for one another expressed in the school's Christian vision statement supports this approach to character building and moral development. A parent said, 'The school helps our children to be what we would want them to be.' The range of opportunities offered clearly enhances pupils' aspirations to do well and build resilience and hope for the future. As a result, pupils say they know that not being able to do something now does not mean it cannot be achieved in the future. Every pupil is given gentle encouragement to persevere and overcome difficulties. The school has a truly global outlook. In this extremely diverse community, pupils learn about the world from one another and from staff and parents. The school supports a number of charities locally, nationally and worldwide. There is a real sense of involvement because school council members ask their peers for suggestions. Consequently, pupils understand and can articulate the Christian value of compassion and demonstrate courageous advocacy when supporting those in need. One pupil said, 'This is a Christian school and we must help others and show that we care.'

The school's focus on care and love drives its approach to positive behaviour strategies and making good choices. As a result, pupils respond well and understand the need for forgiveness and reconciliation. They say that bullying is a rare occurrence and that staff would deal with a problem very quickly and help to resolve people's differences. A focus on giving pupils an opportunity to discuss and debate has a positive influence on their ability to learn to live well together. Relationships across the community are very strong and supportive. Fundraising activities, opportunities to spend time in classrooms and many pastoral interventions make families feel welcome and involved. The school is very aware of its duty to promote positive mental health and wellbeing. A number of strategies including Lego therapy and nurture sessions are used to support pupils' emotional needs. Mental health training has been identified as a priority. Staff speak of the way they are cared for and supported by senior leaders and attribute this to the strong Christian ethos of the school. As a result, the school can be seen to be working out its Christian vision of love and care for everyone. Links with the parish church are extremely strong. Consequently, members of the congregation and the school community work together on many mutually beneficial activities.

The Christian vision ensures that all members of the community are treated with dignity and respect. The inclusive Christian ethos encourages harmony and the acceptance of difference. This enables pupils and adults to flourish and be happy. Parents speak of the 'special community' at St. Hilda's where all are accepted as equal and are cherished. Pupils' understanding of the unique value of every individual is developed through worship, RE and the broader curriculum. In particular, the introduction of HeartSmart has added a valuable dimension to personal, social, health and emotional education. An age-appropriate syllabus for relationships and sex education is in place.

Worship is central to the daily life of the school. It is planned to include biblical teaching, the exploration of Christian values and celebration of major festivals in the church calendar. The Christian vision is threaded through the worship in order to emphasise its importance. Worship is clearly invitational and inclusive in that it offers everyone the opportunity to engage on a personal level and grow spiritually. Pupils enjoy and are inspired by the stories, music and opportunities for prayer and reflection. A range of worship experiences as a whole school, in classes and as key stages ensures that worship remains vibrant. Pupils regularly worship in the parish church and this helps them to feel part of the wider worshipping community. Staff, the incumbent of St. Hilda's and members of the church community are involved in leading worship. Pupils enjoy participating in role play, as readers and through music. The iSingPOP project brought the school and church together. As a result, this has ensured that when pupils attend church with their families there are songs that are familiar. As yet, pupils do not plan and lead worship independently. Areas for reflection in classrooms provide opportunities for pupils to explore prayer and reflection and this enhances their spiritual development.

RE is taught in a creative way using different teaching styles with an emphasis on using religious text as a starting point. The enthusiastic RE subject leader has a clear programme for monitoring teaching and learning and this results in clear actions for development. RE books and scrapbooks show that pupils enjoy a range of activities including written tasks, drama, art and hot seating. As a result, pupils are engaged and ready to learn. However, there is some inconsistency in the quality of work in exercise books.



The effectiveness of RE is Good

RE is regarded as a core subject and is well-resourced. Effective teaching challenges and supports pupils' exploration of religious beliefs and practices. Non-Christian faiths are explored carefully, often with the addition of expert knowledge from pupils, family members and staff who belong to those faiths. Informative assessment procedures have been introduced in the light of the revised syllabus. It is evident that all pupils, regardless of ability, make good progress in their learning and standards are in line with the expectations of the diocesan syllabus.

Headteacher	Carla McCoy
Inspector's name and number	Jean Forward 625