

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

### Hebden Royd CofE (VA) Primary School

<b>Address</b>	16 Church Lane, Hebden Bridge, HX7 6DS		
<b>Date of inspection</b>	15 October 2019	<b>Status of school</b>	Voluntary Aided
<b>Diocese / Methodist District</b>	Leeds	<b>URN</b>	107551

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

#### School context

Hebden Royd is a primary school with 102 pupils on roll. The school has a very low level of religious and cultural diversity and very few 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 is in line with national averages. There have been significant changes in teaching staff and membership of the governing body in recent times.

#### The school's Christian vision

'We have different gifts according to the grace given to each of us' Romans 12:6  
We nurture the unique qualities of everyone in our school and community. Opportunity flourishes here through the humble virtues of respect, knowledge and faith.

#### Key findings

- There is an inclusive ethos where everyone is welcomed.
- Links with the wider community including the local church, are strong.
- Although there are many examples of the vision in action, not all members of the school community are able to articulate the newly revised distinctly Christian vision.
- The monitoring and evaluation of collective worship is not systematic so that the impact is not measured.
- Pupil involvement in collective worship is not fully developed.
- There is not a shared understanding of spiritual development so pupil opportunities and experiences across the curriculum, both planned and unplanned, are missed.

#### Areas for development

- Promote the theologically based Christian vision so that it is known and articulated by everyone. Ensure that it is explicitly embedded into systems and processes as well as actions and is kept at the heart of all decision making.
- Develop the systematic monitoring and evaluation of collective worship including by governors, so that the impact is recorded and used for refinements and developments.
- Ensure that pupils are fully involved in planning, leading and evaluating collective worship so that their engagement shapes practice.
- Develop a shared understanding of spiritual development across the school so that opportunities are not missed, and pupils are better able to articulate and respond to their spirituality.

## **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**

The school community is committed to nurturing the gifts of all. They are successful in providing everyone with opportunities to flourish. Changes in staffing and governors precipitated a refreshing of the vision to create one which is theologically based and more importantly, accurately reflects the diverse community the school serves. Although this was produced during the summer term 2019, it has not been fully communicated. As such, the significance of the vision in shaping the actions and ethos of the school is not completely understood. However, there are numerous examples of the vision in action. The biblical values which under-pin the vision have been in place for some time. They are cohesively linked to the vision. Staff and pupils are not able to say why this is important to the life of their church school but know it makes a difference to them. Governors acknowledge that it is taking time for everyone to get to know and articulate the vision. They are working hard to raise the profile and there is already evidence that this is having an impact. Foundation governors are fully involved in the school and church school distinctiveness is regularly discussed at governor meetings. The vision is central to decision making and the needs of the pupils are always put first. The vision and values are referenced in some policies, but this is not consistently evident.

The headteacher is passionate about living the vision and models the values so that they permeate all aspects of school life. She is well supported by the deputy head. Pupils and staff follow their lead but do not always attribute the welcoming ethos, strong relationships at all levels and positive way the school functions to the overriding Christian vision. The vision and values are not prominently displayed around the school and pupils do not know where to look to find them.

The school is rooted in the community. Opportunities are created for pupils to engage with local needs wherever possible. Pupils understand the importance of contributing to the good of others. They regularly visit a local care home and enjoy these acts of service. A project on asylum seekers enabled them to explore the issues faced by newcomers to the town.

The behaviour of the pupils is an example of the vision in action. The shared values provide them with a point of reference when making decisions. This means they live well together and show kindness. They help each other to do their best. Also, when problems occur, they are encouraged to work together to resolve them. Pupils know they can ask for help from adults but often do not need to as older children act as mediators in disputes. They have a strong sense of social justice and do not like to see anyone left out or unhappy. They are understanding of pupils with different needs to their own.

Pupil voice is strong. A reception pupil's concern for the world resulted in a campaign to save turtles for example. This successful project was not explicitly linked to the biblical principle of caring for God's world, however. As a result, an opportunity for spiritual development was missed although the ethical and moral aspects were fully explored. Work based on World Peace Day demonstrated pupils' understanding of philosophical questions and global problems but again links with the Christian vision were not made explicit. The school council takes a lead in fund raising, often for causes which are personal to them. The newly formed school parliament has begun to address issues such as pupil mental health and eco schools. However, there is not yet evidence of impact.

The inclusive ethos of the school is a strength. All are welcomed. Pupils with complex needs are enabled to flourish. Diversity is celebrated and the school is proud to be a Stonewall Champion promoting the dignity of all. Parents with a range of beliefs are comfortable sending their children to the school. They appreciate the moral purpose it provides and the openness to other views and ideas. They know that if an issue arises staff are approachable and will work with them to resolve it.

Religious Education (RE) is well led. Teachers are effectively supported to deliver RE of a high standard. It is creatively planned so that all pupils can access learning through drama, music and art. The use of discussion enables them to challenge and explore big ideas. Pupils who don't believe in God confidently express their views and these are respected by the others who are interested in what they have to say.

Spiritual development is woven into the curriculum but there is no means of evaluating the impact of actions taken. There are no particular places for prayer and reflection because pupils are encouraged to pray and reflect

spontaneously wherever they are. This means that all areas of the school can be exploited for the opportunities they provide. The impact is that pupils are comfortable to reflect and pray anywhere. One spoke of feeling a sense of peace when they stood at the edge of the playground to look at the rocks above. Pupils know that prayer is about talking to God. There are opportunities to pray or reflect in collective worship and at other times during the day and they find this pattern reassuring. Pupils have few opportunities to use their own prayers during worship.

Pupils and staff enjoy collective worship and value being together. On the day of the inspection, pupils acted out a bible story. Some elements such as lighting the candle were not as explicitly explained. Planning did not include elements such as prayer, reflection and stillness. Neither were opportunities for spiritual development identified. Until recently, leaders, including governors, have not addressed the actions surrounding collective worship from the previous denominational inspection. They do not systematically monitor and evaluate the programme of collective worship so that provision can be improved. There are no robust systems for ensuring that all acts of worship are of a consistently high quality.

Despite not having a vicar in post, the relationship with the local church have been sustained because of existing strong links with the wider church family. Another member of the local clergy has stepped in to provide collective worship and provide pastoral care and this is appreciated by all. The church community hold the school in high regard.

The school has a positive relationship with the diocese and benefits from ongoing support and training particularly with the development of the vision.

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Headteacher

Gretl Young

Inspector's name and number

Rachel Beeson 952