



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Margaret's Church of England VC Primary School (Horsforth) Leeds

Address Town Street, Horsforth, Leeds, United Kingdom, LS18 5BL

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

School's vision

The embodiment of our vision is that we see our whole school community, pupils and staff, Flourish, Achieve and Believe. We aim for everyone to flourish in all they do. For all to achieve whatever we set our minds to. For each individual to truly believe we are all unique and valued. Our vision is underpinned by Daniel 12:3 reminding us to Shine Like The Stars "Those who are wise will shine like the brightness of the heavens, and those who lead many to righteousness, like the stars forever and ever" Daniel 12:3

Key findings

- The headteacher, leaders and governors, have taken the school on a transformational journey. Innovative, inclusive practice, bold decisions and a desire for every member of St Margaret's community to be their best has created this vibrant Church school, where all flourish and shine. Spiritual moments happen within school life but are not always intentionally planned across the curriculum.
- The commitment of the senior leadership team and pastoral team to enable all to 'Let their light shine' by providing individualised support and nurture is exemplary. For many children and their families the love, care and education they receive has been life changing.
- The creative RE curriculum provides rich learning experiences, however, active encounters with members of diverse faith and belief communities from the locality and beyond are less frequent.
- Pupils are inspired to be courageous advocates, to stand up for the vulnerable, challenge injustice and take action in the service of others
- Collective worship inspires pupils to live out their school values. It is enriched by the support of the clergy team and the pupils, parents and staff greatly value this. Many pupils lead prayers for their peers, but are less confident at leading whole school worship.

Areas for development

- Ensure that pupils and adults develop a common language of spirituality, so they can respond and share their experiences to further enhance the spiritual flourishing of all.
- Explore ways for pupils to gain a deeper experience of diverse faith and beliefs to further nurture pupils' spiritual and cultural development
- Continue the work of the established collective worship council, to develop the use of child-led worship within school and the wider community.

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 Margaret's is a warm and welcoming school which proudly lives out its inclusive Christian vision for all to 'shine like stars' together. All school staff find opportunities to brighten the light that shines within and out of each member of the community. Enabling all to flourish and be the best they can be. School leaders work tirelessly to create an enriching and nurturing learning environment where pupils thrive from whatever their starting point. It celebrates the diversity of its intake, offering beneficial opportunities for all to thrive. Staff report they are supported by leaders, generating high morale with adults flourishing.

Skilful and sensitive leadership, gives pupils a safe space to learn and grow in an atmosphere of dignity and respect. Opportunities are taken by pupils to create strong friendships and follow pathways that enable educational, personal, and spiritual growth. One pupil commented, 'This is a kind school, children help me, and I help them.' Pupils apply what they have understood from the values of the school to their daily lives. Motivated by its vision to flourish, achieve and believe, the school made a bold decision to appoint a specialist team. This ensures that all pupils make good progress and achieve their aspirations, while enabling adults and pupils to shine.

The school pastoral team, enabled by the headteacher, keep the Christian vision at the heart of this Church school in all decisions. They feel called to be advocates for all who's 'stars have lost their twinkle', using preventative rather than reactive strategies and interventions. Pupils and adults flourish as they are upheld and nourished to fully embrace all the school provides. Further supporting this is the newly-opened enhanced resource provision the 'Base' for pupils with complex communication needs. This has enabled tailored support to be put in place for all to 'shine'. Pupils say they enjoy the lessons because their teachers help them to improve. Teachers provide opportunities for spiritual growth through stillness and reflection time. However there are fewer opportunities for planned provision of spiritual development in other curriculum areas. Parents speak emotionally about the transformational impact the school has had on their children. They described how dedicated, skilled, adaptable and approachable staff enable children to make progress in every area of their life. One parent said, 'this is our second family'. High quality relationships permeate the school community and there is a strong sense of love and support. The school ensures good mental wellbeing of pupils, parents and staff as accredited 'mindmate champions', mental health first aiders and mental health senior qualification. Through initiatives such as wellbeing wednesdays, secret friend and dedicated wellbeing weeks, all feel supported. Pupils' behaviour is exemplary. When disagreements occur, children are often able to resolve them without adult intervention, reflecting the vision and values. Pupils are motivated by their school vision and values to demonstrate compassionate action and make a difference in their community and further afield. For example, a group of children independently organised a walk, skip and ride week to raise money for the Ukraine. Another pupil made keyrings at home and sold them to support the Ukraine.

The school's vision is seen in its support for many local and national charities, engaging in social action projects supporting two local food banks. Character and moral development are impressive. Supporting Mattuga revival centre to 'give a child a hope' has reinforced moral and ethical decisions for fundraising. The pupils say with certainty that 'this is how we can change the world for children'. Pupils speak of their school responsibilities with pride when they describe how they had changed the uniform policy so that it is gender neutral and unisex making it equitable for all pupils. Firmly rooted in the Christian vision, collective worship is central to school life. Collective worship is held in high regard by staff and pupils alike. One member of staff found collective worship gave her 'a sense of peace and calm'. In this school community, collective worship is invitational and inclusive. No parents choose to withdraw their child. Pupils routinely encounter a variety of Anglican traditions and respond enthusiastically to elements of prayer, song and reflection. Pupils actively take part in collective worship, though routine opportunities for pupils to plan, lead and evaluate worship are not yet in place. Collective worship is led well, the school's foundation governors contribute to long-term planning for collective worship. They liaise with members of the community who come into school for 'Open the Book' worship times. Bible stories are acted out and pupils enjoy these times so much that they can remember them in detail. The whole school community sings with great enthusiasm, Pupils explain that exploring Christian values helps them

to see what letting their light shine looks like. Opportunities to visit other places of worship and meet Bishop Ivan have been limited due to Covid. Collective worship themes have a strong biblical basis, linked to school values. As a result, pupils describe how Jesus' teachings shape their actions in showing care and respect for others. However pupils do not recognise how this contributes to their spiritual development. Pupils value opportunities to use the prayer spaces within the classroom and there is some spiritual reflection, however the language of spirituality for adults and children is not yet fully formed.

RE has a high priority in school and is passionately led, resulting in a thoughtfully constructed and sequenced curriculum. A carefully considered curriculum recognises the need for pupils to be 'forward looking' in preparation for a bigger world. There are plans to enrich the pupils' experiences of different faiths and beliefs through RE which have not yet impacted fully on their knowledge and understanding. Enhanced by regular diocesan training, the experienced RE lead offers knowledgeable support for all staff. Curriculum planning upholds the expectations for the RE curriculum in Church of England schools. Pupils talk positively about the role of RE in their learning. They know it is a safe space to explore their understanding and to ask big questions. Thoughtful and flexible planning allows pupils to make connections between the school's vision and a growing understanding of the Christian faith. Pupils discuss issues together and explore connections such as those between God and love. The freedom to think things through and express their learning in different ways is appreciated by the children.

The strengths of leadership and the strong team at St Margaret's makes this a vibrant, happy and successful school. Through this, pupils and staff are encouraged to let their light shine enabling all to flourish.

Contextual information about the school

Date of inspection	29/09/2022	URN	107990
Date of previous inspection	09/07/2015		
School status	VC	NOR	419
Name of MAT/Federation	N/A		
Diocese	Leeds		
Headteacher	Sarah Harridge		
Pupil profile	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 above national averages.		
Inspector's name	Elaine Bowers	No.	960