

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

<b>Rivington &amp; Blackrod High School</b>	
Address	Rivington Lane, Rivington, Bolton, BL6 7RU
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
To provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.
Key findings
<ul style="list-style-type: none"> <li>• The revised Christian vision, guided by the Gospel of John (John 10:10), infuses all policies and practices. The biblically underpinned values of respect, belonging, honesty and support shape the daily language of the community.</li> <li>• Relationships at all levels are a palpable strength of the community. This is because the embedding Christian vision promotes a deep understanding of everyone as uniquely created in the image of God.</li> <li>• The school's pastoral, curriculum and extra-curricular provision is rich and broad. It supports students of all ages and abilities in the pursuit of their dreams. Opportunities for spiritual flourishing are less developed.</li> <li>• Reflections are key to students' worship experiences. This includes reflecting upon current issues and the schools' impactful Christian values. Students do not consistently encounter prayer or the teachings of Jesus and the Bible through daily worship.</li> <li>• Religious education (RE) is a strength of the school. All students experience a rich, balanced curriculum that develops their understanding of Christianity as a living faith. Major world faiths and worldviews are explored with accuracy, integrity and respect.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure a greater level of consistency in daily class-based worship. This is so that all have the opportunity to regularly experience prayer, teachings from the Bible and the trinitarian nature of Christianity.</li> <li>• Develop a shared understanding of spirituality. This is in order to extend the opportunities for students' spiritual flourishing.</li> </ul>

## Inspection findings

Rivington and Blackrod is a good Church school. Comprehensively reviewed, the embedding Christian vision is underpinned by John's Gospel that all 'have life and have it to the fullest' (Jn 10:10). The associated values of respect, belonging, honesty and support are understood in the Christian context of humility, love, honour and God-given strength. This inspires opportunities for all. Leaders, including governors, ensure that each member of this large community is known as a unique individual. They determine, through policy and practice, that there is a holistic approach to the education and support of students. This enables students to succeed in their academic and personal development. Equally, adults in all roles are supported to enrich their professional fulfilment and pursue their ambitions. Shared activities within the Leverhulme multi-academy trust (MAT) extends the impact of the school's Christian vision.

Faithful to the intentions of the vision, all students access a broad, balanced curriculum that prepares them for adulthood. Posing 'big questions' in all subjects enables students to appreciate the relevance of their learning. For example, in maths, learning about compound interest facilitated thinking about the impact of interest upon debt. Students receive support and encouragement to be continually aspirant in their learning. The Hub provision ensures that students with special educational needs and/or disabilities (SEND) receive the individualised support they require. This care extends to those with a range of needs and vulnerabilities. The on-site unit for students with autistic spectrum disorder (ASD) enables students to receive dedicated support. The support enables students to successfully join the larger school community when it is appropriate. Therefore, all students can thrive academically, socially and emotionally. Leaders understand spiritual development and opportunities to promote spirituality exist. However, this is an underdeveloped aspect of students' experience. Impressive extra-curricular provision, outlined in the 'Rivi 50' charter, offers something for everyone. School leaders remove barriers to students engaging with exciting extra opportunities so that all can gain a well-rounded school experience. Sport and the arts support students' talents. The popular Duke of Edinburgh award scheme is one of the many ways that students develop leadership skills. It is expanding horizons, building personal resilience and shaping characters.

Character and moral development is a strength of provision. Students welcome the guidance they receive to make good choices. Personal development and careers education, underpinned by the school values, contributes significantly to this support. Directed by the vision-inspired mantra of 'students first', leaders make decisions mindful of the wellbeing of all. Across the school, students have leadership opportunities within form classes, year groups and across key stages. They discuss, debate and experience democracy in action through school elections. Sixth formers, as well as younger students, choose several charities locally, nationally and internationally to support. Strong links exist with the local foodbank. Students appreciate their potential to be good stewards of creation through eco-projects and awareness raising. Equally, they recognise that they can use their voice to achieve socially responsible action where they find injustice.

Relationships at all levels are a strength of the community. Strong pastoral care and organisational structures including the pride-inspiring house system, promote respectful and affirming relationships. The school's revised and embedding behaviour policy embodies the Christian vision. Offering students the opportunity to reflect upon their choices and restore their relationships, it is making a rapid impact. It promotes calm, purposeful and empowering learning and social environments. Students value the Rethink and Reflect spaces as the route to forgiveness, reconciliation and fresh starts. They say they feel safe and supported



and know how to stay safe beyond school, including online. Students attribute this to the understanding and impact of the school's values of respect, belonging, honesty and support. The comprehensive personal development programmes encourage the wellbeing of all. Students appreciate that adults listen to their concerns. Adults, trained to support good mental health, help students become resilient, enthusiastic and more ambitious for their futures.

The impact of the school's Christian vision is such that students know that they belong and are confident to express their personal identity. They appreciate and promote the school's respectful culture. Bullying, homophobia, racism and all other inappropriate action, language or sentiments are not tolerated. Muslim students appreciate the school facilitating their times of prayer. Year 7 students receive significant support and quickly settle in this welcoming, nurturing school.

Inclusive collective worship invites all, without compulsion, to reflect upon the Christian message. It enhances the understanding and impact of the school's vision and values. The school prayer powerfully reflects the school's identity. It is known, used and respected. Students enjoy gathering for weekly year group acts of worship. These are relevant, enabling individuals to reflect on their own life, the needs of others and the impact of God upon people's lives. There is less consistency within daily class-based worship. This limits some students in their experiences of prayer and the teachings of the Bible. Steeped in the school's heritage, chapel services enhance students' awareness of the breadth of Anglican worship. Key events in the Christian and secular calendars are marked through worship that includes prayer, reflection, the Bible and music. Adults and students expressed the powerful impact of hearing a lone bugler play the Last Post during the Remembrance silence. Gathering in worship during a period of bereavement gave solace to younger students. Students, and adults, including local clergy, participate in the leadership of worship. However, there are fewer opportunities for students to plan worship.

RE is a growing strength of students' learning experience. Monitoring within the subject is robust. It ensures both teachers and students know the standards that learners achieve. Impressive subject leadership, leads to all students, including in the Sixth Form, accessing rich and challenging programmes of study. Using the locally agreed syllabus and the Understanding Christianity resource, the deftly crafted RE curriculum is broad, balanced and sequential. It enables students to study major world religions in a manner that promotes knowledge, understanding and respect. This facilitates an awareness of Christianity as part of Britain's cultural heritage and as a living world faith. RE contributes to students spiritual flourishing. Students revisit prior learning and build upon it using a big questions approach. This promotes the depth and maturity of students' theological and philosophical appreciation of a range of themes. They articulate this using religious vocabulary with confidence and accuracy. At Key Stage 4, all students follow a programme of core learning in RE. Increasing numbers of students now opt to complete a full GCSE RE qualification. Core RE provision at Key Stage 5, focuses on moral and ethical issues. It is popular with Sixth Form students who appreciate the safe space to challenge their thinking.



Information			
School	Rivington & Blackrod High School	Inspection date	10 May 2023
URN	143773	VC/VA/Academy	Academy
Diocese/District	Manchester	Pupils on roll	1523
MAT/Federation	Leverhulme Academy CE and Community Trust		
Headteacher	Paul Roach		
Chair of Governors	Kevin McKeon		
Inspector	Fiona Ashton	No.	860