

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

St Hilda's Church of England Primary School, Prestwich	
Address	Whittaker Lane, Prestwich, M21 1HA
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Through faith we are 'Learning and growing together in Christ' so that we will become inquisitive, independent, resilient citizens and have the compassion, curiosity, and courage to flourish and enjoy life in all its fullness, in the modern world. Our vision is rooted in scripture: "Though it is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds of the air come and nest in its branches." Matthew 13 v32</p>
Key findings
<ul style="list-style-type: none"> <li>• The deeply embedded Christian vision is woven seamlessly into every aspect of school life. It motivates the whole school community into believing in their own inestimable worth as a child of God. Consequently, pupils and adults grow and flourish together and lives are being transformed.</li> <li>• Leaders have skilfully developed an innovative and holistic curriculum with the vision of learning and growing together at its very heart. Enrichment opportunities in some subject areas enhance spiritual development.</li> <li>• There is a deep sense of community and of watching over everyone in love. Pupils understand injustice and actively engage in social action at a local and national level. Opportunities to engage in social action at a global level are more limited.</li> <li>• Inspiring and innovative collective worship enables pupils to actively learn together about the Christian faith. The impact of collective worship is exceptional.</li> <li>• Pupils demonstrate high levels of subject knowledge in religious education (RE) because of the well-planned and ambitious curriculum and excellent teaching. They have an impressive understanding of Christianity and other world religions, underpinned by respect and empathy.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Further develop the ways that pupils engage in social action at a global level. This will deepen their understanding of how they can act as advocates for positive change on a wider scale.</li> <li>• Explore more intentional opportunities for spiritual development through the curriculum. This will further support pupils in becoming more self-aware and help to develop their sense of awe and wonder.</li> </ul>

## Inspection findings

Saint Hilda's is an inclusive Church school where everyone is inspired to recognise their potential. Reflective leaders demonstrate a shared passion to implement the deeply held Christian vision. In creating the vision, utmost consideration has been given to the barriers pupils face and ways to overcome them. Inspired by the parable of the mustard seed, leaders work tirelessly to provide an environment in which everyone succeeds. As a result, all pupils flourish regardless of background or innate ability. Leaders view the pupils as seeds; each one is seen as unique with inestimable potential. Adults are the gardeners who nourish the seeds, consequently allowing them to grow. Pupils know they are loved and have faith in the adults who nurture them. This instils in them a deep sense of hope for the future.

Motivated by a relentless quest to improve, leaders have made bold and transformational decisions. One example is the holistic curriculum which has the vision of growth at its heart. Inspired by a questioning approach which develops curiosity, leaders have also built in enrichment opportunities, experiences which pupils may not otherwise encounter. This encourages them to be inquisitive and to enjoy life in all its fulness. Some, but not all subjects offer opportunities to develop spirituality. Examples include visiting the seaside in geography. The school provides a wealth of extra-curricular activities, many of which are funded. This ensures all pupils can enjoy the benefits of the rich hidden curriculum. Pupils speak passionately about their school, and attendance is excellent. As a result, pupil progress from starting points is outstanding, often surpassing expectations.

Adults are equally upheld and continued professional development is considered paramount. All staff are supported to grow and flourish. Examples include three teaching assistants who have become teachers and an administration assistant who has become the business manager. Expertise amongst senior leaders is used consistently to nurture and develop less experienced staff. Outward facing leaders, including the governing body regularly engage with training which leads to school improvement. The school belongs to the Beacon Alliance, a group of schools who work together to improve outcomes. The dynamic headteacher provides support to other church schools. As a result, the impact of their expertise is shared more widely.

There is a deep sense of watching over one another in love and an uncompromising focus on wellbeing. All staff have received training around the impact of trauma. This results in a relentless pursuit to ensure that any adverse childhood experiences pupils have experienced does not hinder their growth. Pupils describe a myriad of initiatives that have been implemented to support their mental health. These include a named trusted adult for every pupil and 'I wish my teacher knew...' notes. The behaviour policy is built upon the foundations of rights and responsibilities, consequently helping to develop resilience. Pupils link the way they should behave to the Christian value of forgiveness. One pupil explained, 'We must forgive people when things go wrong. Judas betrayed Jesus but he forgave him.' There is also a strong emphasis on staff wellbeing. Staff willingly offer examples of occasions when they have been given support, often in times of personal crisis.

The school is a beacon of hope for the local community. Pupil leaders actively support projects such as the foodbank because they 'want to make a difference.' Pupils link this to the Christian values of compassion and generosity. The school makes meaningful and sustainable contributions to the wider community. For example, pupils were asked to participate in the design of an interactive community nature trail. The trail provides an opportunity for young people across Bury to experience the benefits of the outdoor environment. Pupils also have a deep understanding of courageous advocacy. This is evident in their letter of complaint about a vape shop that had opened in the locality. The




ethos group is currently planning an earth week to raise awareness of global issues. Leaders recognise that the pandemic has impacted negatively on their charity work at a global level. Plans are therefore in place to re-establish links with global charities.

Leaders sensitively reflect the diversity of faiths represented in the school community in the innovative way they plan collective worship. Challenging questions based on teachings from the Bible and enhanced by relevant links to our diverse world actively engage pupils. Anglican traditions are embedded and clearly understood. However, aspects such as the prayer drill ensure that everyone feels comfortable when invited to pray. Pupils avoid the traditionally Christian mode of prayer, such as putting their hands together by performing a series of alternative actions. This moving away from some traditions reflects an embracing of the modern world highlighted in the vision. The impact of worship is evident not only in the impressive responses pupils make but by the actions they take. A powerful example includes a child who asked to be baptised in order 'to be close to God.' Pupils regularly plan, deliver and evaluate worship and this leads to improvements. For example, pupils requested greater opportunities to pray and as a result more prayer boxes have been installed. It is testament to the school's work around inclusivity that prayers to both God and Allah are included within these boxes. Pupils of all ages know they can pray and ask for help for people in crisis. They describe times when they have done this, such as for refugees. One pupil said, 'Prayer is free. God listens and helps.' Monitoring by leaders including the governing body is thorough and highlights plentiful opportunities for spiritual reflection. The 'Peaceful Place' provides a dedicated space for reflection. As a result, worship has a significant impact on pupils' spiritual development.

The RE curriculum is inspiring and through skillful questioning, encourages curiosity. Pupils listen to one another's views and opinions with great empathy and respect. Consequently, they display an impressive knowledge and deep understanding about Christianity and other world religions and viewpoints. Pupils use prior knowledge and questions to make links to new learning. For example, when learning about the ascension, a Year 6 pupil linked this to the concept of incarnation asking, 'What will Jesus look like when he returns?' Teachers support and challenge pupils through effective marking, ensuring that all flourish. Reflected by the vision of growth, leaders' tireless drive for improvement means they frequently engage with training and share good practice.

Parents of faith and those of none value Saint Hilda's equally. Regardless of their own personal beliefs, all recognise that their children are learning and growing together through faith. By celebrating the diversity of the school community and helping pupils overcome barriers, leaders enable human flourishing and transform lives at every possible opportunity.



	The effectiveness of RE is		Excellent	
	<p>High quality resources including the diocesan scheme and Understanding Christianity provide a rich variety of experiences for pupils. The RE lead is an expert in the field and completes regular monitoring. Leaders respond to their findings by delivering bespoke training. Consequently, staff knowledge and skills are updated. Robust systems of assessment including internal and external moderation means that all pupils, including the most vulnerable flourish This, along with high quality teaching means that the quality of RE is of a consistently high standard.</p>			
Information				
School	St Hilda's Church of England Primary School, Prestwich	Inspection date	26 April 2023	
URN	105351	VC/VA/Academy	Voluntary aided	
Diocese/District	Manchester	Pupils on roll	192	
Headteacher	Rachel Senior			
Chair of Governors	Michael James			
Inspector	Joanne Hyslop	No.	972	