

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heworth Church of England Primary Academy

53 Heworth Road, Heworth , York YO31 0AA

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| Current SIAMS inspection grade | Outstanding |
| Diocese | York |
| Previous SIAMS inspection grade | Outstanding |
| Date of academy conversion | August 2016 |
| Name of multi-academy trust | The Pathfinder Multi Academy Trust |
| Date of inspection | 2 March 2017 |
| Date of last inspection | May 2012 |
| Type of school and unique reference number | Academy 142845 |
| Headteacher | Michael Carr |
| Inspector's name and number | Lizzie McWhirter 244 |

School context

Currently there are 143 pupils on roll. The school converted to Academy status in August 2016. It is part of a church led mixed MAT, the Pathfinder Multi Academy Trust, comprised of both church and community schools. The headteacher, chair of governors and religious education [RE] subject leader have been appointed since the last inspection, in September 2015. The proportion of pupils who are eligible for SEND support or who have free school meals is below the national average. The proportion of pupils for whom English is not their first language is below the national average.

The distinctiveness and effectiveness of Heworth as a Church of England school are outstanding

- The Christian commitment and dedication of the headteacher, staff, clergy and governors in serving the pupils and their families results in excellent pastoral care, enabling all to flourish.
- This warm and welcoming inclusive Christian family lives out its chosen Christian values of compassion, endurance, trust and forgiveness. This supports very good progress and achievement.
- The strong partnership with the church community enriches the prayer and worshipping life of this church school.
- Pupils are excited and challenged by creative RE lessons which results in good knowledge of Christianity and nurtures their spiritual journeys.

Areas to improve

- Extend the evaluation of collective worship, involving pupils and governors, as an integral part of the systematic formal monitoring cycle of key aspects of Christian distinctiveness.
- Enrich pupils' knowledge and understanding of Christianity as a worldwide faith and enable them to visit places of worship for faiths other than Christianity more frequently to nurture their spiritual and cultural development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Heworth's strong Christian ethos is proudly underpinned by its Christian values of compassion, endurance, trust and forgiveness. Such values are enshrined in Bible stories and well embedded in the daily life of this welcoming and inclusive Christian family community. This is because the headteacher, staff, clergy and governors are dedicated in

their vision and mission to help each child to flourish. Within this nurturing Christian environment, Christianity is celebrated and there is a commitment to enrich the lives of young people with a passion for teaching and learning. Relationships and behaviour are excellent. The school attributes this to the trust which is built up with parents and children as well as the compassion which is shown. This is especially true for vulnerable pupils, those with special educational needs and those who need extra support on life's journey. An excellent example is the work of the family liaison officer who, as an integral member of the team, goes 'the extra mile' in reaching out to parents. This includes regular drop-ins at the public house across the road as well as providing newsletters, signposting parents to helpful organisations in the city. Such reassurance and exemplary pastoral care and concern results in high achievement for all groups of pupils. Progress and attainment for reading, writing and mathematics is well above local averages at Key Stage 1 and above national averages for Key Stage 2, which has been the trend for the last three years. All achievement and successes are celebrated as an integral part of the flourish curriculum. Music and sport are both strengths of the school, with many pupils singing in the choir or playing instruments and both the boys' and girls' football teams enjoy sporting successes. Pupils are actively encouraged to show compassion for others less fortunate than themselves. For example, in global links week pupils heard about 'School in a bag', providing much needed items for children in Nepal as a focus for their own fundraising. Pupils are increasingly aware of cultures and communities which are diversely different from their own through RE and worship. For example, pupils say, 'Christians can learn from one another. God wants everybody to try and live in peace, try and help and live out compassion, like the 'Good Samaritan'. However, the school has already identified the need to deepen awareness of Christianity as a worldwide faith, enriching pupils' spiritual lives.

The impact of collective worship on the school community is outstanding

The collective worship team are now in place, as a direct response to pupil surveys and lead the whole school community in call and response weekly. They are growing in their Christian understanding of The Holy Trinity as an important part of their daily worship. They explain, that 'as well as being a church down the road, it is another word. God is made of three people, the Father, Son and Holy Spirit.' They speak of the different sides to Jesus and how you can be both 'a sister and a cousin'. They cite the Holy Spirit as 'not as noticeable, but the one who helps us in worship'. The collective worship team can portray the story of The Good Samaritan in one minute, encouraging all to think how to be good Samaritans today, showing compassion and raising money for the 'School in a Bag' charity. Pupils reflect on 'those you least expect showing compassion and being your neighbour'. This prompts prayer about those less fortunate than themselves and those not have clean water. They enjoy using the prayer, written especially for the school by the Archbishop of York on his summer pilgrimage, which includes the school's values, such as compassion. Class reflection areas are very well used to nurture pupils' spiritual development, such as a foodbank of compassion prayers. Some pupils pray at home every night, for 'what I am thankful for and worried about', saying, 'God's always there for me wherever I go.' The school has already identified enabling pupils to lead worship more frequently to enrich their experience of worship as pupils say they like taking charge. In addition, they acknowledge the need for more formal monitoring and evaluation of worship by governors as part of the systematic cycle of monitoring key aspects of Christian distinctiveness. All staff are involved in worship and parents too value the services at Holy Trinity, as the 'church is so inclusive'. Pupils value local clergy and church groups leading worship which enriches Heworth's worshipping life.

The effectiveness of the religious education is outstanding

Creative and engaging RE lessons are now a hallmark at Heworth Primary, with pupils demonstrating a good level of religious literacy. For example, they can relate the Christian story of incarnation and salvation very well. This includes explaining Ascension and Pentecost in their own words, saying 'Jesus sent down the Holy Spirit on the day we call Pentecost.' Pupils also said they learn about being 'called Anglican' in recent RE lessons. Creative lessons are consistently good and often outstanding. Pupils enjoy, are excited by and challenged by RE. For example, Year 4 and 5 look at the Bible, carefully reading the text to see how key verses in Genesis provide evidence to answer questions such as, 'Who does the world belong to?' and 'What does the Bible say?' They reflect on the Garden of Eden prompting some to say, 'Why did you let Adam and Eve stay there and destroy it?' and 'If God made man in his image, what image did he make the animals from?' Year R and Year 1 can focus on listening to and acting out the creation story. Whilst Year 1 make their own books about creation, younger pupils are challenged to order the days of creation or create their own creation books. They are encouraged to start from scratch with a blank template just as God did. Effective tracking and assessment is in place. Pupils know how to improve in their work, with 'a sheet at the front of the books so we know what level we are in RE'. This is because each child's progress is matched against targets at the front of their RE books in their RE learning ladder. As a result, progress and attainment in RE is often higher than in the other core subjects at Heworth. Termly monitoring takes place with the support of the link foundation governor for RE. The school has already recognised that moderating work with other church primary schools is a supportive way forward to consistently share good practice. The RE subject

leader has held this key responsibility for a relatively short time, but is passionate and dedicated to her role. For example, RE has its own on-going action plan. Much has already been achieved, with support and training from the diocesan RE adviser, the support of the headteacher and the willingness and hard work of the team of teachers. She intends RE to make a really positive impact on pupils so they are well informed about faiths other than Christianity. To this end, the school has already identified the need to enable pupils to meet people of faith more frequently to nurture their spiritual and cultural development. A faith day on Islam is already in the diary for the summer term.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, assistant headteacher, staff, clergy and governors are totally dedicated and driven by their Christian commitment to serve the pupils and their families. Consequently, the school's strong Christian vision and values underpin everything Heworth is based upon. The close knit team at Heworth share the same vision in providing a calm and yet vibrant and energetic Christian environment where everyone is valued in a spirit of friendship. They say, 'Heworth is a school where teaching and learning and the welfare of pupils and staff is underpinned by care and compassion. Parents speak highly of this small school and its teachers who are 'phenomenal and incredibly welcoming'. They praise the headteacher and the small ways in which they have seen the school grow, such as Bible references in his regular newsletter. They cite the buddy system as a strong element of friendship from Day 1. Pupils comment that friends are very important to them and they like being challenged in class and trying new things'. They go on to say that the 'teachers are very supportive and lessons are meaningful' to them. This is because the bespoke curriculum sets high standards for each child, spiritually, socially and academically. As a result they enjoy their learning and achieve very well. The school values being a partner of The Pathfinder Trust, identifying this as a valuable forum to share good practice, acknowledging the member church schools are at different places on their distinct journeys. The vice chair of the Trust also chairs Heworth's governing body. The school greatly values the support and training it receives from the diocese, as training for leadership at all levels and all roles and responsibilities are nurtured. RE is well led, managed and resourced and statutory requirements for RE and worship are met. For example, the church distinctiveness group meets regularly to review pupil voice and the impact this makes on the school. Very regular and systematic monitoring of RE and worship takes place to inform standards and future priorities and action. This supports the school's vision and pupils' personal development well. The Archbishop of York's visit at the end of his summer pilgrimage in May was a highlight for the school. Pupils asked questions which the Archbishop answered, such as. 'How hard is to be an Archbishop?' This visit was celebrated in the school's own 'Apples' magazine in 2016. A permanent reminder is captured as the Archbishop signed his name on the large walled version of the school prayer he wrote for the community at Heworth. Community links are strong. For example, the partnership with YoYo has offered pupils the experience to rehearse for the York mystery plays.

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