

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

| <b>Oswaldtwistle Hippings Methodist Voluntary Controlled Primary School</b> |                                     |                  |                      |
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| Address   | Heron's Way, Oswaldtwistle, BB5 3BT |                  |                      |
| Date of inspection  | 22 January 2020                     | Status of school | Voluntary Controlled |
| Methodist District  | Lancashire                          | URN              | 119398               |

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| <b>Overall Judgement</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>Grade</b> | <b>Good</b>      |
| <b>Additional Judgements</b> | <b>The impact of collective worship</b>  | <b>Grade</b> | <b>Excellent</b> |

### School context

Oswaldtwistle Hippings is a primary school with 206 pupils on roll. The majority of pupils are of White British heritage. 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 below national averages. The current headteacher and deputy were appointed in September 2018. The Methodist circuit funds a part-time chaplain.

### The school's Christian vision

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally. 'I can do all things through Christ who strengthens me.' (Philippians 4: 13) 'Do all the good you can...' (John Wesley)

### Key findings

- Strong Christian leadership from the headteacher has resulted in a shared vision which is understood and applied by all. Pupils, staff and parents relate the vision to behaviour and relationships. This results in the special family atmosphere within the school, where all are valued and nurtured.
- The strong partnership with the local church and circuit, along with the creative leadership of the chaplain, results in excellent collective worship. She supports and inspires effective pupil leadership. The school is seen as a church congregation, working in equal partnership with the circuit, to the benefit of church members and the local community. Pupils experience worship which richly reflects the Methodist tradition.
- The vision for enabling all to do their best by removing barriers to learning results in exceptional provision for mental health and wellbeing. This transforms lives, although not all pupils make the progress of which they are capable.
- The broad curriculum offers life enhancing experiences. However, the way in which the Christian vision shapes the content of the curriculum is not expressed or understood by all. There is no planning for or shared understanding of spiritual development.
- The high quality of RE provision enables pupils to flourish. RE is always inclusive and pupils of different faiths are confident in sharing their ideas. Consequently pupils are very positive about learning in RE and develop profound respect for diversity. Effective assessment supports progress and informs planning.

### Areas for development

- Embed and develop understanding of the way the Christian vision shapes the curriculum.
- Develop a shared understanding of spiritual development and ensure that this is secured by inclusion in curriculum planning.
- Share the excellent practice in chaplaincy and collective worship with other Methodist schools, including the way the school works in partnership with local churches.

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 Christian vision results in a loving school family which nurtures all, including its most vulnerable members. The headteacher provides caring and compassionate servant leadership. Staff are highly appreciative of her willingness to take on any task, whatever that might be. They appreciate her support during times of crisis. Since her appointment, the school has engaged in a process of expressing and developing its longstanding Christian vision. All members of the school community have been involved in this, with the result that all own and understand the vision. Pupils know parts of the vision well as they regularly use sign language as they say it. They are able to quote the underpinning words from the Bible and John Wesley. Parents say that they often use the words of John Wesley about doing 'all the good you can' in discussions about behaviour choices at home. Governance is strong and there are secure processes, involving all stakeholders, for monitoring and evaluating the impact of the Christian vision, collective worship and RE. Governors have benefitted from training, both from the Methodist Academies and School's Trust (MAST) and Blackburn diocese. They have a good understanding of their roles and know the school well. Their involvement in self-evaluation results in good improvements, for example, placing reflective areas in the staff room. Staff are well-supported by training for their roles in a Church school. Some leaders' understanding of their roles has been enhanced by undertaking the North West training for Christian leadership.

The exceptional partnership with the local church and circuit results in excellent collective worship. There is a seamless relationship between school and church. The school's congregation is seen as another congregation of the circuit and the recently appointed minister's commissioning service was held during a school act of worship. The chaplain provides inspirational and creative leadership. A strength of the school is the innovative way in which she has helped the school to incorporate Methodist traditions and ideas into worship planning. Examples include the Methodist Covenant service, the idea of 'connexion' and reference to the theme of this year's President of Conference, 'So what's the story...?' As a result, pupils share in the worship of the wider church and understand more of the Methodist way of life. Worship is always invitational and inclusive of all, including pupils of different faiths. A Muslim pupil commented on the way he could share the school's vision, values and prayer, although his ideas about God are different. Worship provides strong support for spiritual development and this is well-supported by the highly creative, interactive reflective areas around school. School, church and the wider community are enriched by sharing worship. New babies are welcomed into the school/church family, to the great excitement of siblings and friends. Church members gain a great deal from running exciting events for pupils including the nativity and Easter journeys around church premises. Pupils' leadership of worship is a significant strength. Classes regularly lead worship, with older pupils taking responsibility for this. The worship group gain understanding of the importance of being called to worship leadership for Methodists. They take responsibility for thoughtful evaluation of worship. The school is beginning to share its good practice with others and MAST trustees have a meeting planned in school to find out more about its worship life.

The vision of doing 'all the good you can' successfully encourages pupils' respectful and thoughtful behaviour. Leaders' deeply compassionate concern for the well-being of all members of the school community ensures that wherever barriers to pupils' progress arise, creative and practical solutions are sought. As a result progress is evident, although not all make the progress of which they are capable.

The vision for developing the whole person and enabling all to flourish results in a rich variety of curriculum experiences. The school invests in a range of outdoor experiences and music enrichment. These include partnerships with Blackburn Cathedral Choir Singing Outreach and the Piccadilly Symphony Orchestra. The school is working to develop its curriculum. However, although subject leaders have explained their aims for their curriculum areas, there is little understanding about the way in which the school's vision is shaping the curriculum content of individual subjects. Staff often grasp opportunities for spiritual development as they arise in the classroom. Pupils often express ideas through creative work, for example, the deep thinking resulting from 'Pause Days'. However, there is no shared understanding of spiritual development. Consequently, opportunities for developing spirituality are not secured by being included in the recently developed plans for the curriculum. Pupils take compassionate action and gain a sound understanding of global issues as a result of engaging in local and global partnerships. The school has shared in the local church link with the Methodist church in Kenya. Pupils

gained understanding of life in Kenya and responded by initiating a collection of stationery. The inspiring partnership with the Rotary Club has resulted in Year 5 becoming 'Rotakids' and taking both local and global action. Recent projects have included raising trout for the Ribble Rivers Trust and supporting a child from Rwanda. This empowers pupils, enabling them to lead action for change and develop understanding of ways in which the world is unfair. However, pupils do not always make connections between compassionate action and the teachings of Jesus.

Pupils' joyful engagement with RE fully reflects the school's vision for pupils doing their best at all times. The curriculum successfully enables pupils to flourish in their understanding of Christianity alongside other world religions. The thoughtful approach to teaching, which includes the use of drama and role-play, enables all pupils to explore their understanding of complex contemporary questions. Year 5 pupils explained how the story of Mary and Joseph's flight to Egypt helped them to empathise with the plight of current day refugees and be open-hearted to giving help. The deeply inclusive ethos means that pupils from a variety of faith backgrounds share and learn from one another. Year 6 explored possible interpretations of symbolism within art works depicting the parting of the Red Sea, expressing views which drew on their own faith perspectives. The highly effective leadership of RE and well-focused assessment effectively support pupils' learning.

The leadership of Hippings Methodist School successfully inspires pupils to do all the good they can by showing concern for the needs of others, whilst giving them high aspirations to do their best.

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| Headteacher                 | Tracey Westwell |
| Inspector's name and number | Carol Berry 324 |