

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Hildyard Voluntary Aided Church of England Primary School

Vision

As part of the Aspire Federation, at William Hildyard C of E Primary and Nursery School, we aspire for everyone to let their light shine. In our school community, we grow well-rounded individuals, who utilise our Christian values to prepare for the challenges of the wider world. We provide a safe, nurturing and inclusive environment where individuality is celebrated. We support the children to develop curious minds and enable happy, confident learners to reach their full potential.

Matthew 5:14-16

‘You are the light of the world. A town on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.’

Strengths

- The clearly expressed Christian vision of, ‘Let your light shine’, supports the flourishing of both pupils and adults.
- Pupils are thriving at this school. They are celebrated for their uniqueness and are highly valued members of this supportive community. Staff use their detailed understanding of pupils, including those with additional needs, to provide proactive and tailored support.
- Thought-provoking collective worship is a special moment in the school day. Pupils play a significant role in the collective worship council, making a notable contribution to spiritual flourishing.
- Strong partnerships across the Aspire Federation, Lincoln Diocesan Board of Education and the local church, enrich the school’s Christian Foundation. Leaders and clergy share a deep sense of community and a common purpose based on love and service.
- Religious education (RE) is led effectively. It makes a strong contribution to how well pupils flourish. The RE curriculum has clear aims and a logical structure, enabling pupils to broaden their knowledge and deepen their understanding.

Development Points

- Embed the agreed language, understanding and school-wide approach to spirituality across the curriculum. This is so that its development enhances the spiritual flourishing of pupils.
- Develop more regular monitoring and evaluation of William Hildyard as a Church School. This is to enable leaders, including the governing body, to agree clear plans for future development.
- Create more opportunities for pupils to independently advocate for changes on issues with which they have a keen interest. This is so they broaden their understanding of justice, responsibility and active citizenship.



Inspection Findings

This is a warm, loving and welcoming school at the heart of its community. Leaders know and understand the needs of pupils and adults well. Inspired by a clear Christian vision, they seek to serve by nurturing growth in all aspects of people's lives. The vision itself has evolved over time and is rooted in the affirming sense of light leading to growth. The main expression of the vision is through Christian values that are well-established in the life and language of the school. Pupils understand that the values come from teaching and stories in the Bible and apply them to their lives. Parents recognise the impact of this and how their children flourish in the school's caring and nurturing culture. Staff feel valued and are well-supported in both their personal and professional lives. They flourish in an environment that encourages growth and aspiration.

Enabling all pupils to 'shine' is the basis for the curriculum in this school. Leaders and governors are ambitious for every pupil. They ensure that lessons are adapted to meet their needs, particularly those who are more vulnerable. In all subjects, pupils are encouraged to grapple with big questions to engage them. Although academic achievement is important at William Hildyard, there is an emphasis on the growth of each individual pupil. Art, music and sport are promoted to allow pupils to feel they have a unique 'light' and experience success. Support is allocated so that pupils are fully included in the life of the school including extra-curricular activities. An ethos of appreciating spirituality through 'look in', 'look out' and 'look up' is developing. 'Spirituality spots' in classrooms encourage pupils to reflect on key themes and pupils value the time to share their responses. The wider impact of these opportunities on pupils' spiritual development is not captured through formal monitoring and evaluation. Governors do not currently evaluate the impact of the vision on pupil outcomes.

Collective worship is well-planned and inclusive, seamlessly integrating the school's vision and values. Thoughtful design ensures that worship enhances the spiritual flourishing of both pupils and staff. Termly themes, such as friendship and thankfulness, deepen understanding of Christian values and biblical teachings. The pupil worship council plays a vital role, significantly contributing to spiritual growth. The 'open the box' approach to indicate the start of worship, is profound. The reverent way pupils take each item and place it on the altar signals the silent invitation to worship. Pupils and staff appreciate whole school worship for its sense of unity and belonging. It fosters respect, understanding and inclusivity among pupils. Class worship enables them to consider and reflect on weekly themes. This is an opportunity to express and develop their opinions in a safe space. Worship is supported by reflection spaces in classrooms, encouraging personal and communal spiritual experiences. Parents and carers are regularly welcomed to worship as part of the school family. The local church works closely with staff and pupils in school. Regular visits from the rector have a positive and lasting impact. Family and wider community engagement in collective worship enriches the impact of the vision by encouraging all to shine. This creates a shared sense of spiritual belonging.

The school's vision cultivates a caring and inclusive community, supported by strong relationships with the federation and diocese. Leaders prioritise staff wellbeing and professional development. This commitment fosters a positive culture where staff are valued and supported. They are encouraged to step outside their comfort zones, which has led to career development. Staff echo the sense of being part of a team who can see each other's strengths even during times of challenge. This ensures that the individual qualities, or 'lights', of staff are recognised and enhanced. As a result, they flourish. The school engages parents as partners, valuing their input and nurturing strong relationships. Parents appreciate transparent communication and regular events, which enhance their understanding of their child's education and the school's approaches.

Opportunities to consider the needs of the community are promoted through fundraising activities. The school supports local causes and national charities. These include food banks and global charitable organisations. The action of older pupils demonstrates a mature sense of responsibility. This is exemplified in the way they take on



numerous leadership roles such as table servers, school and eco council representatives. Each year group incorporates a social action project within their planned learning. These include local area litter picking and facilitating improvements in the town park for the whole community to enjoy. They campaign for animal rights and raise awareness about how children can use their voice to make a difference. However, pupils' understanding of injustice and opportunities for pupil-led social action are less developed.

School leaders have ensured that RE provision is effective and has a high profile. The RE curriculum is well-sequenced and well-balanced. It builds pupils' knowledge of different religions and worldviews. It also offers opportunities for pupils to ask and answer big questions. Professional development, delivered by the RE lead and the diocese, grows confidence in teaching styles for a range of pupils' needs. Creative planning enables pupils to enjoy learning through a range of activities, challenges and reflection points. These include structured play for the youngest to complex debates for the oldest. Visits to places of worship and first-hand experiences of world faiths beyond Christianity are valued by staff and pupils. This results in occasions for pupils to learn about the diverse nature of living in modern Britain and the importance of respect. It also ensures learning comes to life and is given context.

Pupils understand the relevance of RE to their lives. This is because they are supported to explore key concepts and know their viewpoints will be respected by others. They speak passionately about the need to learn and understand so they can be respectful and knowledgeable. Some of the youngest pupils enthusiastically recount stories from their lessons. They link these to their learning about the value of kindness seen in different religions. Ongoing, meaningful marking, feedback and assessment supports pupil progress in the subject. Pupils enjoy both practical and discussion-based activities that reinforce their understanding and allow a personal connection. They have a growing understanding of core religious concepts and specific vocabulary. As a result, they articulate their knowledge well. RE lessons create a safe space for pupils to express their ideas and facilitate timely progress. Pupils, including those with specific needs, are effectively supported to achieve well and encouraged to 'shine'. Consequently, RE significantly reinforces the school's vision.

Information

Address	Godsey Lane, Market Deeping, Peterborough, PE6 8HZ		
Date	14 October 2024	URN	120695
Type of school	Maintained Voluntary Aided	No. of pupils	203
Diocese	Lincoln		
Federation	Aspire Federation		
Headteacher	Laura Martin		
Chair of Governors	Peter Hilton		
Inspector	Fiona Booth		