

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Red Hill Church of England VC Primary School, Worcester	
Address	Midhurst Close, Worcester, WR5 2HX

School vision

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

Ephesians 2:10- God created you to be amazing.

School strengths

- The school's actions are rooted in the Christian vision, guiding all that it undertakes. As a result, it enables an environment where both staff and pupils are empowered to flourish.
- The school curriculum embodies its Christian vision at its core, fostering a vibrant environment where pupils and adults celebrate life and 'aim to be amazing.'
- Pupils learn about religious and non-religious world views through thoughtfully-planned activities.
- Pupils and adults flourish due to the inclusive and engaging collective worship. Leaders creatively weave the Christian vision into worship. This presents pupils and adults with
- opportunities to experience prayer or moments of reflection.
- The school places a strong emphasis on promoting good mental health and wellbeing. Consequently, it cultivates a caring and nurturing environment where everyone can live well together.

Areas for development

- Expand the recent development of spirituality throughout the curriculum and worship. This is to enhance opportunities for both pupils and adults to nurture curiosity, pose questions and thrive spiritually.
- Increase opportunities to empower pupils, fostering the confidence to act responsibly as agents of social and ethical justice. This will encourage them to become agents of positive change in society.

Inspection findings

Red Hill is a welcoming and joyful school. Their Christian vision, 'God created you to be amazing', is known and celebrated by the whole school community. This vision, refined and revised by leaders and governors, is not only embraced but fully integrated into the school's daily life. It fosters relationships built on the foundations of friendship, love, respect, responsibility, perseverance and hope. The Christian vision guides every decision and action. Staff and families hold deep affection for the school and share uplifting stories of belonging. Pupils grasp the vision through its embodiment in daily life. Consequently, there exists an unmistakable atmosphere of inclusivity and compassion, fostering an environment where pupils and adults flourish.

The school's vision serves as the foundation for the entire curriculum. Robust support systems are in place to guide pupils, ensuring they can fully participate in their learning. Tailored interventions, nurture groups, and adjustments to the learning environment are all used effectively. Curriculum



plans for each subject closely align with the school's vision and values. Pupils speak enthusiastically about their learning, commenting that 'our values help us to learn, especially not giving up.' Staff have worked together to establish a good understanding of spirituality. However, opportunities to nurture pupils' spiritual development are not consistently evident across the curriculum. Learning experiences are skilfully designed to fulfil the needs of pupils with special educational needs and disabilities (SEND). Staff understand their pupils well and adapt learning to ensure equal opportunity, fostering collaborative learning in class. As a result, every member of the school community can experience a sense of accomplishment and pride. Pupils take joy in celebrating each other's successes embodying the Christian vision of the school. As one child put it, 'God made us all to be amazing'.

Inspired by their vision, collective worship has a profound impact upon the entire community. Across the school, reflection spaces enables pupils to share thoughts and prayers related to worship, enriching the spiritual growth of those who take part. Leaders ensure collective worship is enabling pupils and adults to spiritually flourish. It is a time to gather together and is welcoming, joyous, reflective and inclusive. Pupils speak of the sense of peace that worship brings to the start of each school day. The well-planned programme is based on the school's six core values and draws on a wide range of Church traditions. It deepens pupils' understanding of the vision through exploring Christian values. There is a strong relationship between the school and church community. A recent organ workshop, involving children from school, is one example of this. The relationship enriches collective worship. Pupils' knowledge of the Bible is impressive because of these rich learning opportunities. One parent described how their child role-plays worship at home, further strengthening the impact of worship for the community. Pupils understand how collective worship helps them understand the relevance of Jesus' teachings today. This enables them to reflect spiritually upon what these stories mean to them in their lives. Pupils have regular opportunities to evaluate worship. Their feedback prompts improvements, keeping worship relevant and creative.

Leaders have created an environment that is inspired by the Christian vision. This is put into practice every day through a strong commitment to wellbeing. Staff talk of being 'welcomed with open arms' when they joined school. Pupils are given opportunities for nurture and support and are given the time and space needed to build relationships. Governors recognise the importance of wellbeing for both staff and pupils, and actively enable this. Bailey, the school dog, is available to all in the school community and helps regulate pupils daily. Support for good mental health ensures that when a need arises, everyone knows where to turn. As a result pupils and staff are confident in themselves and are able to contribute. This has a positive impact on the school community, making it a welcoming, nurturing place. Relationships are good because the Christian values are a lived reality.

An active culture of responsibility and justice inspires pupil voice. There are a number of opportunities for pupils to become leaders. Consequently, they make a significant contribution to school life. They represent their peers, help develop their school and support charities. This is developing pupils' confidence to be courageous advocates. Pupils regularly engage in positive social action. However, pupils are less aware of injustice in the wider world and how they can better challenge this. Charity work is a part of school life with pupils keen to address issues of inequality.

Religious education (RE) is regarded as an important subject in school and is well-resourced. RE is enthusiastically led and is very well planned, closely reflecting the school's vision. The RE curriculum has been adapted to meet the school's needs. It has been skilfully developed, along with diocesan support. Staff receive effective training so they are able to confidently engage their class. Teachers use school assessment frameworks to accurately capture pupils' progress. Pupils talk enthusiastically about RE and how it is for all, if you have a religious belief or not. It inspires them to explore deeper questions about beliefs and how religions are diversely lived. Pupils are proud of the work they do in RE and discuss how they tackle the big questions they are faced with. As a result,



pupils understand the importance of RE in the modern world.

These inspection findings indicate that Red Hill Church of England VC Primary School is living up to its foundation as a Church school.

Information

Inspection date	7 February 2024	URN	116859
VC/VA/Academy	Voluntary controlled	Pupils on roll	402
Diocese	Worcester		
MAT/Federation			
Headteacher	Jolanda Simmonds		
Chair	Kevin Ruff		
Inspector	David Dunn	No.	2105