Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heworth Church of England Primary School

Vision

To support each child to flourish academically, spiritually and culturally.

John 10:10 – "I have come that they may have life, and have it in all its fullness."

Heworth Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders and staff at all levels are deeply committed to the flourishing of this Church school. Central to their actions is a well-understood vision, nourished by love and lived out daily.
- The curriculum grows from the vision and is shaped by a deep understanding of the school's context and community. It is threaded with opportunities for pupils to reflect, wonder, and engage with moral and spiritual ideas.
- The vision actively drives a culture that is supportive, inclusive, and nurturing. Leaders ensure there is strong and visible support for vulnerable pupils, and those who have special needs and/or disabilities (SEND). The support for emotional needs is well-placed and helps pupils and families to flourish.
- Leaders empower and equip pupils to make a difference within their school and community. As a result, pupils confidently engage with, and initiate, positive change within their local area.
- Strong, purposeful partnerships with the parish, diocese, and trust enrich school life. These sustained relationships support professional growth and are central to Heworth's development as a distinctive Church school.

Development Points

- Embed a systematic and strategic approach to monitoring and evaluating the school's Christian vision and distinctiveness. This is to support leaders and governors in evaluating what is working well, identifying areas for growth, and evidencing the impact of the vision across the whole school.
- Deepen the shared understanding of spirituality across the school community. This is to support pupils and adults in recognising and articulating the opportunities for spiritual flourishing they encounter now and as they grow.
- Embed and enrich the implementation of the religious education (RE) curriculum and assessment procedures. This is to ensure that all pupils benefit equally from a well-sequenced, balanced and rich RE curriculum.

Inspection Findings

The school's Christian vision is widely known, deeply lived, and central to decision-making. Inspired by John 10:10, the vision speaks to flourishing through love, care and belonging. Pupils, staff and parents express how the vision shapes their school experience. The school is a nurturing family where individuals are provided with the care, gifts and experiences to allow them to flourish. Leaders regularly refer to the vision when making strategic and operational decisions. Staff and governors articulate a shared understanding of the vision and describe how it supports dignity, aspiration and collective growth. Governors and trust leaders confirm that the vision informs key operational and wellbeing policies. The trust affirms the school's Christian vision as a living expression of leadership and culture. Leaders are recognised for their ethical and compassionate decision-making, which is grounded and shaped by the needs of the community. Strategic partnership within the trust supports curriculum design, wellbeing and monitoring, and contributes to the school's growing confidence and maturity as a Church school. Parents rightly value the care and individual attention their children receive and talk confidently about how the vision is lived out in action. The vision is brought to life through the Heworth's deeply embedded Christian values. These are carefully woven into school life and pupils enthusiastically describe how they are inspired and encouraged by them. However, monitoring and evaluation of the vision is not systematically embedded. As a result, strategic decision-making is not consistently informed by clear evidence of how the vision influences flourishing across the school community.

The curriculum is designed to reflect the school's ambition for every child to flourish. Leaders carefully shape the curriculum so that it reflects the school's vision. It appropriately responds to the needs of the pupils and the wider community. Pupils encounter a curriculum that invites awe, wonder and moral questioning. In the Early Years, children engage with biblical content through interactive storytelling and exciting, expressive activities. Themes such as justice and environmental responsibility are explored in appropriate ways, often linked to biblical stories and worship content. This enables pupils to consider how their beliefs and values connect to daily life. Spiritual development is intentionally visible across the school's environment and curriculum. Reflective areas in classrooms and outdoor spaces invite stillness and contemplation. As pupils move through the school, they are encouraged to reflect more deeply and justify their ideas and worldviews. The presence of reflection stations and inspirational displays demonstrate how spirituality is naturally embedded into school life. Staff are beginning to develop a shared language for planning and evaluating spiritual development. This work is not embedded, meaning that opportunities for development are not always recognised.

Collective worship is inclusive, invitational and spiritually enriching. It is thoughtfully planned and draws on the school's vision and values to support spiritual growth. Year 6 pupils enthusiastically embrace their role in helping facilitate worship alongside staff. Worship includes prayer, storytelling, silence and joyful music. Pupils value worship as a time of calm and personal reflection. The school's chosen worship structure helps pupils explore big ideas and reflect on how these relate to their own lives. Governors and clergy help to monitor worship quality. Pupils lead prayers, readings and reflective moments. They describe worship as a calm and thoughtful time that helps them reflect on their choices, relationships, and beliefs. One learning experience involved the gifting of a plant to each pupil, which they recalled as a symbol of their own growth and potential.

A culture of inclusion, compassion and dignity is evident across the school. Behaviour management is rooted in a system that upholds the vision and core values. School is calm, fair and pupils cherish the kindness shown by their peers. Staff are valued, supported and emotionally safe. Provision for pupils who have SEND is well matched to

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

need and delivered through compassionate systems of care. Leaders are warm, approachable and dedicated to doing what is right for each child. Staff take part in regular training to help them understand pupils' emotional needs and respond with care and consistency. This helps children feel safe, listened to and better able to engage in learning. Staff prioritise emotional wellbeing by teaching emotional literacy and creating space for pupils to recognise and manage their feelings. The trust monitors adult wellbeing and provides regular feedback that helps leaders in school maintain a positive and healthy working culture. Relationships across the school community reflect the vision and foster mutual trust and high expectations.

The school's vision equips pupils to take meaningful action and lead with compassion and responsibility. They engage confidently with questions of fairness, justice and responsibility. The curriculum and worship help pupils develop a sense of justice and the confidence to speak up and take action. Pupil groups lead environmental campaigns and fundraising events in support of local causes. Pupils speak with clarity about the importance of acting with compassion, seeing themselves as agents of change grounded in Christian values. Leadership opportunities are available for all pupils. School councillors are democratically elected, and pupil-led initiatives have informed wider school development. They led a campaign to reduce food waste, which resulted in changes to the school's lunch arrangements and increased awareness of environmental responsibility. Staff make sure that themes of justice and responsibility are embedded throughout the curriculum and daily life of the school. The impact of this is an increased awareness of the importance of initiatives such as foodbanks and community kitchens. Pupils understand the importance of valuing God's creation and their role in helping to protect it.

RE is taught regularly and is valued as a core part of the curriculum. There is a positive relationship with the diocese, and leaders draw on training to improve planning and delivery. Teaching is stronger in Key Stage 2, where pupils engage with theological concepts and speak with enthusiasm about their learning. Older pupils are confident in using subject-specific vocabulary and can discuss Christian beliefs, key festivals and ethical issues with maturity. They accurately describe RE as a space for respectful disagreement and personal reflection. Younger pupils are developing foundational knowledge of some world faiths, including Christianity, Islam and Judaism. They enjoy creative and interactive tasks such as art, storytelling and drama, which help to bring RE to life. Teaching does not give pupils enough opportunity to explore Christianity as a global and culturally diverse faith. This limits their understanding of how Christian belief is lived out differently around the world. The curriculum is enhanced through a number of visits and visitors. Pupils value these experiences and recall them as important opportunities to encounter belief in practice. Displays in classrooms show examples of theological vocabulary and reflective questions.

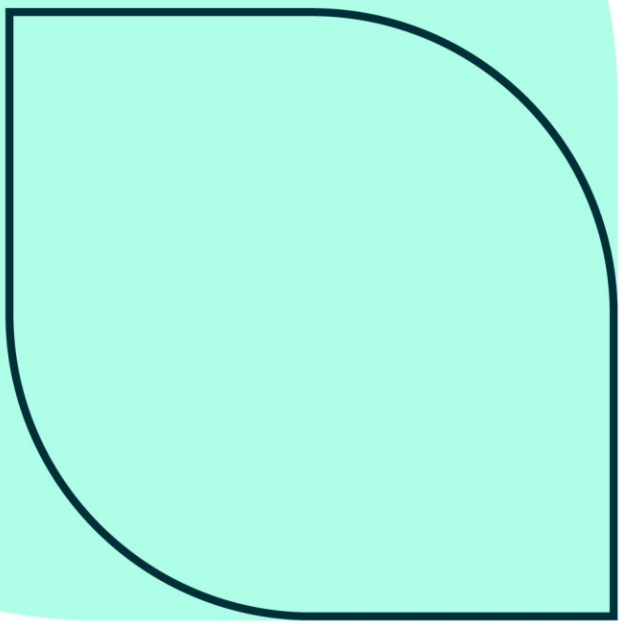
The quality of religious education in this school is effective. Pupils make good progress and engage thoughtfully with challenging theological ideas. In RE lessons, pupils use subject-specific vocabulary with increasing confidence, particularly in Key Stage 2, where written and spoken responses show depth and reflection. They are increasingly able to make links between belief, identity and moral action. Local examples of lived religion are woven into units of study, and pupils are supported to reflect on their own beliefs and worldviews. Assessment in RE supports teachers in checking pupils' understanding during lessons and identifying misconceptions. In Key Stage 2, pupils' work and responses demonstrate thoughtful engagement with theological ideas and vocabulary. Assessment does not consistently inform curriculum planning or track progression over time. However, teachers adapt their approaches based on what pupils say and do. Monitoring by leaders is developing and has led to some improvement in planning and teacher confidence. The overall approach provides a secure foundation for pupils across the school to make progress in RE.

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

Statutory Inspection of Anglican & Methodist Schools

National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	53 Heworth Road, York, YO31 0AA		
Date	19 May 2025	URN	142845
Type of school	Voluntary Aided	No. of pupils	136
Diocese	York		
MAT/Federation	Pathfinder Multi Academy Trust		
Headteacher	Simon White		
Chair of Governors	Stuart McKellar		
Inspector	Lee Talbot