

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

### Crompton House Church of England School

#### Vision

As a Church of England school, we strive for everyone to know they are made and loved by God who longs for us to experience life in all its fullness through Jesus Christ. In response to this, our vision is this: Loving God by placing prayer, worship and spiritual growth at the centre of school life; Caring for Each Other by living out Christian values in our relationships with one another; Achieving Excellence by encouraging and enabling members of our community to flourish by striving to do their best in all things.

Crompton House 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

- The well-known and widely appreciated Christian vision inspires decisions and actions by leaders, including governors and trustees. Its impact is apparent in the aspirations of adults and students as they work towards fulfilling their potential.
- The gifts and talents of students are fostered by staff who generously provide a myriad of clubs, trips and visits. As a result, students develop leadership skills that have a positive impact on the wider community
- Daily collective worship is a nurturing and reflective opportunity for adults and students. It effectively supports them in their spiritual growth and relationship with God, self and others.
- Crompton House is a community where relationships are based on respect and dignify the individual. Diversity is celebrated and mental health and wellbeing prioritised. Consequently, adults and students recognise each other as individuals made and loved by God.
- Religious education (RE) is central to the curriculum for students at all key stages. As a result of carefully considered programmes of learning, RE excites and challenges students in their thinking. Teachers provide a safe environment in which to explore religions and worldviews.

#### Development Points

- Analyse the consistency and impact of spiritual development experiences within the curriculum. This is so that students are supported and encouraged in their personal spirituality.
- Develop further opportunities for a wider group of adults and students to participate in planning and facilitating collective worship. This is so that the school's rich pattern of worship and reflection continues to have the capacity to support spiritual flourishing.



## Inspection Findings

The school's Christian vision is built on its traditions and deeply rooted in the teaching and example of Jesus. It succeeds in its primary purpose of enabling adults and students to experience 'life in all its fullness.' This is evident in the breadth of learning and opportunities available to adults and students. They are supported personally, professionally and academically. Leaders, including governors and trustees, are confident in their understanding of their responsibilities as Church school leaders. They engage in collaborations and training to ensure they appreciate and know how to evaluate the impact of the vision. This they accomplish with compassion and rigour. Consequently, analysis informs and guides them in their strategic decision-making and spending.

Learning far exceeds what occurs in classrooms. Inspired by the vision, adults ensure students follow a broad range of academic subjects. This includes for students who have special educational needs and/or disabilities (SEND) or who may be disadvantaged or vulnerable. Leaders tailor academic and emotional support for students so that it addresses the specific needs of the individual. Parents rightly appreciate the impact of this approach. Older students reflect on the privilege of their involvement in the academic mentoring of younger students. Adults and students have a developing understanding of spirituality that extends beyond worship. It encourages individuals to have a curiosity about something bigger than themselves. Work to explore spirituality through different subjects is at an early stage. Leaders do not know the impact this is making upon students' personal spiritual growth. There is an impressive extra-curricular offer. Interests, talents and gifts are nurtured through sport, music and an array of clubs and activities. Adults are continually and generously open to new ideas, meaning that there is the constant possibility of something for everyone.

Students enjoy their lessons in RE because the topics that they study are interesting and relevant. Learning enables students to make connections with, and between religions and worldviews as their knowledge and understanding develops over time. The quality of teaching that students receive at all key stages is good and challenges them. Assessment is rigorous, consistently applied and importantly, informs students of the progress that they are making. Therefore, they know how to improve their work. They are very well prepared for GCSE and A level examinations and therefore achieve good results.

RE contributes significantly to the learning journey of students at all three key stages. Leaders know the impact of RE because they evaluate it robustly. The team of subject specialists access relevant professional development and networking opportunities to remain well informed of developments within the subject. Working collaboratively with Manchester Diocese and the trust, leaders have created a well sequenced RE curriculum. It meets the expectations for RE in a Church of England school. During Key Stage 3, students build the solid foundations for later learning. They become confident in appreciating the different disciplines of theology, philosophy and social science. They receive encouragement to use religious vocabulary accurately and naturally in their writing and speaking. All Key Stage 4 students are entered for either a full or short course GCSE religious studies examination. Leaders use accurate assessment and their knowledge of individuals' academic and pastoral needs to make this decision. This leads to students flourishing in their learning. At Key Stage 5, all students follow a programme of core RE. This effectively builds on prior learning and enables students to apply ethics and religious arguments in a range of contexts. Learning is brought to life by a rich provision of visits and visitors. This supplies students with first hand insights into how religious beliefs impact upon what people think and do. Activities such as film and philosophy clubs provide students with additional opportunities to think deeply and expand their knowledge.



Inspired by the vision, collective worship forms a heartbeat to each school day. It effectively places worship and spiritual flourishing at the centre of school life. Carefully planned, coordinated and led, predominantly by the school's chaplain, it explores Christian feasts, festivals, current events and social priorities. It inspires a deep understanding of the Christian vision and its application in daily life. Without compulsion and in varied groupings, worship invites all to engage with the Bible, music, personal reflection and prayer. Creative approaches, including through a dedicated YouTube channel, extend the impact of worship beyond the school and into homes. The Eucharist, celebrated termly for the whole school, demonstrates the collaborative relationship with local clergy. Consistent approaches to worship reflect Anglican tradition and enable individuals, including non-Christians, to appreciate worship as a special and spiritual time. The opportunity and invitation to reflect prior to ending the day by saying The Grace is supporting individuals in their personal spirituality. The welcoming chapel space encourages students and adults in private prayer and reflection as well as discussion and fellowship. The daily individual reflections for the Sixth Form support and nurture older students in their personal spirituality. However, the potential to extend the planning and leadership of worship to a wider group is underexplored.

The intention of the vision is that adults and students know that they are made and loved by God. This shapes the school's approach to pastoral care and wellbeing. Adults appreciate that leaders, including trustees, consider their workload and respond to their personal and professional challenges. This then empowers them to support students effectively. Analysis of parental surveys indicate their significant satisfaction that the school values their opinions and responds to their concerns and suggestions. Respectful, informative and timely communication is a priority throughout the school. It builds confidence and affirms that the school is a community that cares for each person. Students know where to seek additional support for their wellbeing and mental health. Amongst others, trained counsellors readily provide listening ears and coping strategies for adults and students. Leaders know the impact of their initiatives because of the robust and regular surveys undertaken with students and adults, including parents. Difference is embraced as a cause for celebration and the school has received external recognition for its support of diversity.

Positive relationships at all levels are a clear strength of the community. Individuals treat each other with courtesy and respect. Students behave well and attendance is high. Adults and students approach each day with positivity. This is because the relationships they experience and care and concern that they receive make them feel welcome, safe and nurtured. When mistakes are made, forgiveness and fresh starts abound. Student leadership is dynamic and makes a very real impact both within and beyond the school. The array of leadership roles includes subject and pastoral prefects, school councillors and captains. There is a balance between volunteer roles and those that emerge through democratic processes. This, together with formal learning, encourages students in their appreciation of justice and responsibility. Sixth Form and Key Stage 4 students are proactive role models for younger students. Adults entrust them with decision-making and welcome their suggestions for charitable and ethical social action projects. Through prayer, fundraising and action, support for local and national causes is generous. There is an impressive programme of action and adventure trips that combine physical challenges and community service in developing countries. An adult expressed the impact of this response as the school having 'a soul.'

## Information

Address	Rochdale Road, Shaw, Oldham, Lancashire, OL2 7HS.		
Date	30 April and 1 May 2025	URN	137294
Type of school	Academy	No. of pupils	1856
Diocese	Manchester		
MAT	Crompton House Church of England Multi Academy Trust		
Headteacher	Susanna Hegarty		
Chair of Governors	Chris Gloster		
Inspector	Fiona Ashton		