

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Alderman Cogans Church of England Primary Academy, Hull	
Address	Whitworth Street, HU9 3HJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
In our school we believe that we are all wonderfully made by God and loved by Him just as we are. (Psalm 139: 14)
Key findings
• Leaders, including governors, exemplify the Christian vision which permeates all aspects of school life. All knowing they are 'wonderfully loved by God', has given focus and direction during recent changes. This is ensuring continued progress as a church school. • The development of the whole child is unashamedly paramount. Opportunities to develop spiritually are rich and support the spiritual development of all. • Religious education (RE) has a positive impact on pupil's flourishing. They have a good knowledge of Christianity as a global faith as well as different religions and worldviews. However, opportunities to meet a range of faith leaders and visit different places of worship are limited. • Through the curriculum and worship, pupils understand diversity and the impact of social action. They challenge inequality and injustice both in school and locally. Opportunities to explore this globally are less developed. • Worship is a valued aspect of school life. It is transforming lives and deepens pupil and staff understanding of the vision and values. Whilst pupils have some opportunities to plan, lead and evaluate worship this is not fully developed.
Areas for development
• Broaden opportunities for pupils to engage in social action globally to deepen their understanding of justice. This will inspire them to make a difference in the world in which they live. • Expand opportunities for pupils to plan, lead and evaluate worship. This is so they can take greater ownership and further develop the spiritual development of all. • Seek meaningful opportunities to engage with local faith communities. This is to deepen their appreciation of diversity and bring RE to life through visits and visitors.

Inspection findings

Alderman Cogan's distinctive Christian vision is fundamental to daily life. It permeates and shapes all aspects of this warm and welcoming Christian community. All members of the school talk about being 'wonderfully made by God' and how this enables them to be valued for who they are. Pupils, irrespective of any religious faith, talk about using their vision and Christian values in their daily lives. They reference this to biblical teachings, such as parables. Leaders, including governors, articulate a good understanding of the biblical underpinning and why their vision is right for their context. The deep rootedness of the vision is bringing stability during a period of significant change in school leadership. New staff and leaders are bringing particular expertise to ensure continued success as a Church school. Leaders at all levels are passionate in their drive to provide the very best for their pupils and staff. Collaboration effectively stimulates the professional development and flourishing of all staff. Partnership with the diocese and other Ebor Academy Trust schools offers connection across schools to equip staff for their roles. The Trust offers support and challenge through a Church School Trust group whose leader works closely with the diocese. Leaders, including governors and Trust members know the school well and are well informed about the effectiveness as a Church school.

The school's provision focuses unashamedly on developing the whole child through a Christian lens, so that they can flourish. Safety and wellbeing are a top priority. The curriculum and pastoral care give practical attention to promoting and protecting pupils' mental health and wellbeing. The 'Cogan learning goals' equip pupils with the skills they need to be successful in life. There is a deep rooted passion to enable everyone at this school to be the best person they can be. Adults' commitment to pupils' flourishing means that they are confident orators, keen to share their opinions and views. Pupils benefit from a well-planned and tailored curriculum that has recently been reviewed in line with the vision. Deliberate choices are made about texts and vocabulary used. This is in order that pupils understand their roots, but also learn about the diversity of the wider world in which they live. There is a shared understanding of spiritual development across the school. Opportunities exist across the curriculum for pupils to look at the world with different eyes and connect with each other and the natural world. They are confident to question and challenge. Pupils talk with confidence about their spiritual journey. One pupil explained that it is 'what's inside us and how we look outside of ourselves and make a difference'. Prayer spaces in each classroom and in corridors, encourage pupils to engage in spiritual thought at any time of the day. Pupils use these spaces regularly, articulating concerns, problems and thanks, through prayers and drawings. They value them as places to reflect on themselves as people.

An understanding that everyone is 'wonderfully made by God' is emphatically demonstrated in the high quality provision offered to pupils considered to be vulnerable. This includes pupils with special educational needs and/or disabilities (SEND). Support offered is holistic, not just focusing on academic outcomes. As a result pupils feel safe and enjoy coming to school. This is reflected in rapidly improving attendance. Changes to how the school manages behaviour clearly reflect the Christian vision. This has resulted in a more equitable approach to managing pupils' behaviour. All members of the school community are treated with dignity and respect. Pupils are able to flourish, living in a culture of forgiveness, knowing they are loved for who they are. Pupils behave well and there is strong adult support for those who require additional emotional help.

This is a supportive school community. Adults feel well-supported in their roles and talk about the school's vision giving them strength and confidence. They value the overarching trust that exists within school and the Trust. They feel valued and respected and believe their own

wellbeing is a priority for school leaders. Pupils describe how the adults help them to make positive choices about how they live and behave. Through a range of fundraising events and charitable days, pupils have an awareness of how they can support others in need. This was evident on the day of inspection when all wore green to support mental health awareness week. School council talk proudly of the work they are doing with the local council to help improve the local park. However, pupils are not sufficiently aware of global issues and how they can act as advocates of change.

Invitational collective worship plays a central and valued role in the daily life of school. It is shaped by the vision and values of trust, friendship and peace. This ensures that it challenges and deepens pupils thinking and influences their actions. Based on biblical teaching, pupils explain how worship inspires them to be a better person and reflect on how they behave towards others. One pupil in Year 6 explains how the parable of the sower helped him set his life on the right path for the future. Worship is varied with the key elements of Anglican tradition meaningfully included. Pupils have an age appropriate understanding of God as Father, Son and Holy Spirit. Enthusiastic singing is a moving testament to the way worship supports the spiritual development of both pupils and adults. Pupils value the opportunity for prayer as a way of talking to God. A team of worship squad pupils talk of how they like to 'spread the word of God'. However, opportunities for pupils to plan, lead and evaluate worship are limited.

RE is given high priority. Recent training equips staff to be more confident and all enjoy teaching the subject. The RE lead, new to Alderman Cogan, is experienced and well supported by the diocese. RE expresses the school's vision by ensuring pupils encounter diversity of faith, belief and viewpoint. There is a good balance of Christianity and a range of religions and worldviews. However opportunities to meet members of faith communities and visit different places of worship are limited. Pupils develop a good, understanding of the diverse nature of Christianity as a global faith. This is enhanced through carefully chosen images and artwork. Pupils engage in an appropriate way with biblical text. They become comfortable and confident to discuss and debate issues and dilemmas. Termly 'Big RE days' enrich pupils' learning. This is evident in the day recently focusing on Ramadan and Eid and their importance in Islam.

	The effectiveness of RE is		Good	
	Pupils are enthusiastic to learn and benefit from a rich and balanced RE curriculum. Teaching of RE is good. Moderation of teaching and learning takes place across the Trust. Ongoing assessment gives staff a good understanding of how well pupils are doing. Progress in the subject is good and all pupils are given the opportunity to deepen their understanding through mastery questions. Work in books and discussion with pupils confirms that they flourish in RE.			
Information				
School	Alderman Cogans Church of England Primary Academy, Hull	Inspection date	18 May 2023	
URN	144421	VC/VA/ Academy	Academy	
Diocese/District	York	Pupils on roll	438	
MAT/Federation	Ebor Academy Trust			
Headteacher	Victoria Shaw			
Chair of Governors	Sally Wightman			
Inspector	Susan Thackray	No.	979	