

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

<b>Hainford Primary Partnership School</b>			
<b>Address</b>	Newton Road, Hainford, Norwich. NR10 3BQ		
<b>Date of inspection</b>	24 January 2019	<b>Status of school</b>	Voluntary Controlled
<b>Diocese / Methodist District</b>	Norfolk	<b>URN</b>	121041

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Hainford is a primary school with 71 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below the national average. The school is a member of the Nebula Federation of six primary schools comprising a mixture of community, voluntary aided and voluntary controlled schools. The federation is led by an executive headteacher and shares one governing body.

### The school's Christian vision

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do. A place for all to flourish.

### Key findings

The distinctive Christian outworking of the federation's vision at Hainford is clearly seen in the school's values of compassion, responsibility and hope, each of which is increasingly evident in many areas of school life. School leaders, governors and staff readily associate both vision and values with their biblical foundation. This is less the case for pupils, although they do understand what distinguishes their school as a church school.

As an outworking of the school's Christian care, the provision and pastoral care for pupils who have additional needs and for their families is highly effective, enabling all pupils in the school to flourish.

Relationships are mutually respectful and pupils' behaviour is exemplary, mirroring well the school's Christian and inclusive vision.

Membership of the federation has broadened learning opportunities for pupils and staff as well as providing the leadership capacity required for Hainford to thrive. Senior leaders recognise and appreciate the positive influence the Christian distinctiveness of the Church schools, including Hainford, has had within the community schools.

Religious education (RE) and collective worship successfully enable pupils and adults to reflect and act on issues of spiritual and moral concern.

### Areas for development

Continue to sharpen the Christian outworking of the vision of the school, spreading understanding and impact throughout all areas of school life.

As part of a more robust focus on the impact of the Christian vision seek more frequent and deeper evaluation of collective worship by all stakeholders, including pupils, utilising the outcomes to inform change and strengthen its impact.

Develop more opportunities for pupils to understand, respect and celebrate diversity within the United Kingdom.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

Although the vision for Hainford is shared by both community and faith schools there is a developing interpretation and application of that vision with a distinctively Christian foundation. The biblical foundation of the vision has been strengthened by staff, governors and pupils choosing the parable of the mustard seed as its foundation. Leaders explain that the seed is tiny before it is planted in the ground but, by offering a curriculum characterised by exploration, discussion, discovery and encouraging self-belief each individual will grow and flourish. A picture of a tree, with a simple statement, 'from small seeds, great things grow and flourish', provides a powerful and accessible representation of the vision for all. The vision effectively underpins the good educational and personal development of pupils. School leaders and governors readily associate the school's core values of compassion, responsibility and hope with a Christian narrative. Pupils can cite examples of stories from the Bible which link with each value. Initiatives and policies are shaped by the vision. The extent to which value is added by considering these through a Christian outworking of the vision is limited. Strong partnerships exist with the local church, the diocese and across all schools within the federation. Church leaders contribute pastoral support for families and staff as well as leading collective worship. A foundation governor has led collective worship training for all staff. Effective use has been made of training events provided by the diocese, particularly in relation to RE. Governors report that the Christian values of Hainford and those of the other faith schools in the federation has prompted the community schools to utilise similar values to shape their ethos. One parent commented that 'the Christian ethos runs throughout the school; its curriculum, care for all and links with the church, whilst remaining inclusive to all'. Another described how much she appreciated the values which her daughter had taken with her on transfer to secondary school. The opportunities for collaboration and training within the federation are highly effective in supporting and developing staff, including those who aspire to be future Church school leaders. Although one governing body oversees all six schools, members visit Hainford regularly. They are also well briefed by the deputy executive headteachers. Consequently, they know their school well. All leaders have contributed to the evaluation of the school as a Church school, which is detailed and accurate. Governors are periodically involved in monitoring and evaluating the impact of the school's Christian vision, particularly through their ethos committee. However, the monitoring programme is insufficiently robust to provide sufficient feedback on a regular basis.

The school's vision has had a demonstrable impact on the quality of teaching and learning across the school. This has resulted in significant improvements in the achievement of pupils, including those who have special educational needs or disabilities (SEND). The pastoral as well as the educational support provided has enabled all pupils to flourish. This reflects the positive impact of its Christian belief in nurturing the God-given potential of each individual. The executive deputy responsible for SEND overtly links all of her work to Christian values. Raising standards in English and mathematics has taken place alongside the development of an engaging, broad and balanced curriculum. The school has a detailed and ambitious social, moral, cultural and spiritual policy which contains clear examples of how each should look in practice. Consequently, there is a shared understanding of all four areas, including spirituality. A variety of prayer spaces, which are periodically changed, are regularly used by pupils for quiet reflection. There are calm corners within classrooms but these contain insufficient stimulation for spiritual reflection. As an outworking of its vision the federation provides a wide range of extra-curricular opportunities which enable pupils to flourish in areas beyond the formal school curriculum.

Pupils have high aspirations for themselves and each other. They make the link between this and their Christian value of hope and the school's vision as expressed in the parable of the mustard seed. They demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other. Pupils regularly identify areas of social action and charitable giving which they are moved to address. Staff encourage them to develop these into a practical project which pupils present within collective worship. Prayers, songs and readings from the Bible are shaped to reinforce their initiative. One pupil was upset by local fly-tipping. Her respect for God's creation prompted her to design a poster which was duplicated and posted throughout the village. Another group recently launched a fund-raising campaign to support the work of a local hedgehog hospital. The school's Christian value of compassion is manifest in its charitable support for a range of national and international charities.

Relationships across the school community are strong and reflect the Christian ethos of the school well. In order for pupils to 'flourish and grow' as stated within the vision, they are encouraged to respect and value one another. Pupils support and encourage each other across the whole age range which is particularly evident at break times. Parents regard this as a particularly beneficial characteristic of the school. Behaviour is exemplary and there have been no exclusions. Across the federation there is a recognition of the importance of child and

adult mental health. Leaders recognise that failure to address this undermines the vision for every person to 'have self-belief and be the best they can be'. A depth of knowledge and support strategies has been developed and the active support of a governor with particular expertise has been fully utilised.

Staff, whether in leadership, teaching or support role, are passionate about their school and its Christian service to all its pupils. They are effective in helping those facing barriers to learning make progress. Outside agencies are drawn on as necessary. The school's vision underpins its celebration of difference and diversity very well through its inclusive ethos. Pupils are confident to express their views in a culture of respect for one another. However, pupils' appreciation of cultural and ethnic diversity within the United Kingdom is limited. A recent focus on the work of missionaries in Cameroon has begun to broaden their understanding of Christianity as a worldwide faith.

Collective worship is recognised by staff and pupils as being central to the expression of the school's Christian foundation. The programme is well planned, encouraging pupils and staff to live out the school's values and consider key Christian beliefs. The vicar contributes to the cohesion of the programme particularly through ensuring strong theological underpinning throughout. Worship is effective in supporting the spiritual and religious growth of pupils and staff. This can be seen in the readiness of pupils to access the variety of prayer spaces. In response to the current focus within worship on the Christian value of peace, three pupils volunteered to become 'Peace Keepers'. With guidance from staff they developed a prayer space dedicated to resolving difficulties between pupils. They have also actively promoted forgiveness and reconciliation amongst their peers. One parent reported that her child sings worship songs at home 'all the time'. Another that each worship theme is followed by 'a sudden burst of questions at home'. Worship is invitational and open to all. Pupils look forward to the opportunity to gather together to explore the Christian value for the term. Songs are carefully chosen to match the theme of worship and the meaning of the lyrics is explained. Pupils listen attentively, answer questions and reflect or pray appropriately. Worship draws on biblical teaching and develops a good appreciation of the importance of Jesus for Christians. Pupils have an age-appropriate understanding of God as Father, Son and Holy Spirit. The parish vicar contributes to the planning and leadership of worship. The daily programme is enhanced by periodic visits for worship to the parish church. In a recent questionnaire all parents who responded appreciate the Christian ethos of the school and feel involved in its support and development. One commented that 'children can be seen to be visibly comfortable in the local church'. Pupils contribute to the planning and leading of parts of worship, often at their own instigation. Although pupils and governors contribute periodically to the evaluation of worship this process is insufficiently robust to have significant impact on further development.

Senior leaders and governors recognise the importance of RE and the contribution the subject makes to fulfilling the school's vision. Time and resources have been invested in the subject which have led to improvements in teaching and learning. RE is very well led. The subject leader shares her expertise freely and effectively with her colleagues to support the delivery of relevant and stimulating RE. Subject leaders across the federation gather together for training and to share ideas for future development. This has led to the recent introduction of a new assessment system based on age-related statements agreed across the federation. Staff are being supported well in making judgements to inform their planning of future lessons. There is a good content balance between Christianity, other faiths and moral and ethical issues. Planning draws well on the Norfolk agreed syllabus, adapted to suit the mixed age classes. Marking follows school practice and supports pupils' understanding and progress. The diocesan RE adviser has recognised the 'good spread of theology, philosophy and human/social science, enabling pupils to develop their religious literacy'.

The strengths recognised at the time of the previous denominational inspection have been sustained. The school's effectiveness as a Church of England school has continued to grow, enabling pupils and adults to flourish.

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