



National Society Statutory Inspection of Anglican and Methodist Schools Report

Hainford Church of England Voluntary Controlled Primary School

Newton Road
Hainford Norwich
NR10 3BQ

Previous SIAMS grade: Good

Current inspection grade: Satisfactory

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 28 January 2016

Date of last inspection: 3 March 2011

School's unique reference number: 121041

Headteacher: Ashley Best-White

Inspector's name and number: Pat George 845

School context

Hainford is a small village school with 72 pupils on roll. The vast majority of pupils are white British and the number of disadvantaged pupils is low. The school is part of an original two-school federation which became three schools. There is a new Federation Governing Body. This follows a period of turbulence and uncertainty, with four Headteachers in 2 years. In September 2015 the school became part of a 6 school partnership. The Executive Headteacher and Head of school have been in post since September 2015. All teachers are new in post. The School is now moving forward as part of the partnership.

The distinctiveness and effectiveness of Hainford as a Church of England school are satisfactory

- There is a developing vision for the distinctiveness of the school as a church school that the leadership, including Governors, are committed to
- Positive relationships within the school community are a strength and the link with Christian values is beginning to be explored with pupils.
- The broader opportunities for development beginning to be provided by the partnership are having a positive impact on the developing Christian distinctiveness.

Areas to improve

- To deepen pupils understanding of worship, opportunities for spiritual development and differing reasons for prayer by enabling them to participate fully in planning, leading and evaluating these areas.
- Put a clear mechanism in place in order to develop the involvement of the governing body in monitoring and evaluating the school's distinctive Christian character, including links between values and biblical teaching.
- Expand pupils' knowledge and understanding of Christianity as a worldwide faith through systematic planning of further opportunities.

The school, through its distinctive Christian character, is satisfactory at meeting the

needs of all learners

The Christian character is evident in the relationships within school. The good behaviour seen and the friendly, inclusive relationships are evidenced by pupils talking about trust and respect for adults. We are “one big happy family”. This ensures the uniqueness of all pupils is recognised and focus on Christian values informs the approach to support for all vulnerable pupils. The school has a clear, consistent commitment to the value of individuals and their nurture within the school. An example is a pupil with long term health problems supported through the welcome and acceptance when they are in school, pupil fund raising and finding information. The partnership supports provision for vulnerable pupils that a small school could not afford. Parents speak highly of the school, praising the difference that being a church school makes to their children, “it helps equip them for a future life”. “Nothing is too much trouble” They say they would like to have more information about the half termly value so they can support at home. They were positive about the improved stability since September. The impact of the recent changes is not yet evident in attainment and attendance data although early indications are positive. As a result of the school’s implicit, caring Christian ethos, pupils behave well and speak of taking care of others. Relationships between them and adults are positive, though these are not yet clearly linked to the school’s core values of love, hope and joy. These values have a developing profile within the school and pupils show awareness in their attitude to daily school life; however they are not yet making strong links between core values, the half termly value and their behaviour and attitudes. As a result, pupils find it hard to articulate the links between the values and biblical teachings, including the life of Jesus. They know their school is Church school and can talk about the current value. Although spirituality is evident in the daily life of the school, monitoring of its impact is underdeveloped at present. Opportunities for reflection are given in worship, pupils spoke about appreciating time for quiet. Learners, especially at Key Stage 2, talk positively about religious education (RE) and can link their learning in Christianity to bible teachings but not as confidently to worship. In this way RE is making some contribution to the school’s distinctive Christian character. Pupils’ awareness and understanding of Christianity as a worldwide faith and of difference and diversity with Christianity are in early stages of being developed. The school does not have a policy for spiritual, moral social and cultural development

The impact of collective worship on the school community is satisfactory

Worship is led by the head of school, RE lead and the incumbent and lay preacher. Links with the church are clearly a strong part of school worship and the incumbent is very supportive of the school and its development. Adults and pupils speak positively of special worship in the church, eg. Harvest; Christmas; pop-in celebration assemblies. “The church is used as part of the school”. Pupils are positive about the opportunities for their parents to join them. These visits also help them to understand Christian festivals. Planning is mainly done by just one person and uses the values from Values for Life. Whole school worship takes place in the oldest children’s classroom at the request of the pupils. The current value display board is, however, only in the middle room so opportunities to reinforce the value in worship are not taken. The visual environment for worship is still being developed. For example there was no visual stimulus on the table but there was a picture on the whiteboard that is also on the value display. Currently there are no symbolic objects used to mark the beginning and end to worship. Pupils are unsure of the relationship between assembly and an act of worship and many equate worship solely with prayer. They have some, though limited, opportunities to contribute and participate through discussion with each other, music and drama and to lead worship. The school uses the gather, engage, respond and sending format and pupils sing as they enter and leave the space. This is helping to create an appropriate structure for worship but pupil response is at present variable and often passive. Pupils are positive about the impact of worship “if we didn’t have it we wouldn’t get on as well”. They feel that it brings them together “believe in the same things” However they are not consistently or confidently linking this to the core values. Prayer has a high profile with the pupils, they talk confidently about thank you prayers at lunchtime and at the end of the day but are less confident about the role of prayer and

reflection in worship. Opportunities to engage with other types of prayer, for example on behalf of others, are limited. They say they can make up their own prayers and say them in worship. Pupils respond positively to stories in worship but don't explicitly recognise those that are bible stories. Pupils have not yet developed sufficient confidence in biblical literacy to make secure links between the values they explore in worship and their own choices and behaviour. However, recent developments in ensuring that adults make these links explicit beyond worship are beginning to have an impact, particularly on older pupils. They spoke of bible stories as part of RE. Younger pupils could talk about God and Jesus as his son. Older pupils could remember the incumbent talking about the Holy Spirit and had some awareness that the Trinity was three. Their understanding of the Trinity and its place in worship is at an early stage of development. Review of worship is developing with a very recent pupil questionnaire. Monitoring of routines and responses are not developed sufficiently to have a positive impact on the contribution of worship to the school community.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The recent self-evaluation by the school is accurate. New senior staff are beginning to make an impact on leadership and management eg. worship is now planned around identified values. The degree of leadership change in recent years has impacted on the capacity of the school leadership to be effective in initiating and maintaining improvements. Progress in the areas for development from the last inspection is not fully evident and has clearly been delayed by the frequent changes of leadership. The current leadership are aware of this and their priorities for development as a church school are in both federation and partnership improvement planning; pupils' awareness of the school as a church school and their valuing of collective worship is evidence of the progress to date. The core values are impacting on school relationships and families are well supported. However these are not sufficiently explicit to ensure that their contribution to pupil social, moral, spiritual and cultural development is clear. There is a vision for the school as a church school although it is not yet fully developed and a process for involving the whole school community is yet to be established. The new governing body have recently carried out a self- evaluation of their understanding of the distinctiveness of a church school and acknowledge this as an area for development. They have specifically identified how staff and the governing body should promote Christian values as a focus. Governors developed the new aim for the federation to reflect the Christian ethos of two of the three federation schools. Foundation governors have taken part in diocesan provided training for foundation governors. Apart from the incumbent, they do not currently contribute to worship. The input of governors into the monitoring and evaluation of the school as a church school is limited; however they are invited to share ideas of next steps. Opportunities for parents to be involved through sharing their views are at present undeveloped. The RE lead is taking part in an 'Outstanding Teaching of RE' course run by the diocese. Understanding of the role is growing and the leader is able to have support from other RE leads in the partnership schools. Pupil understanding of the church as a resource for RE is developing. The school partnerships with the local church and the diocese provide opportunities to develop pupil understanding and knowledge of national and global communities.

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