

National Society Statutory Inspection of Anglican Schools Report

Hainford Church of England Voluntary Aided Primary Partnership School

Newton Road
Hainford
Norwich
NR10 3BQ

Diocese: Norwich

Local authority: Norfolk
Dates of inspection: 3 March 2011
Date of last inspection: 24 June 2008
School's unique reference number: 121041
Headteacher: Judith Elliott-Hunter
Inspector's name and number: Robert Miller 357

School context

Hainford is a very small school and works in close partnership with a nearby village school, sharing the same headteacher. The vast majority of its 57 pupils are from White British background and live locally. The parish church is situated in close proximity to the school.

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

Hainford school has worked hard since the last inspection to enhance its Christian character by displaying symbolism and wall displays depicting Bible stories. The mission statement is deeply embedded in the vision of this school as a family and working closely in partnership with home. Every pupil is highly valued and seen and treated as a unique individual. The school has a clear vision and sense of purpose about its role and has grown to provide a secure Christian foundation within the school and community it serves.

Established strengths

- Pupils' attitudes towards worship and the inspiration they derive from it
- The manner in which Christian values motivate excellent relationships among the whole school community
- The effectiveness of the partnership between school, church and parents.

Focus for development

- Involve pupils in the planning stages of collective worship
- Engage with visitors from other cultures in order to develop pupils' understanding of the wider national and international communities
- Review with stakeholders the school's distinctive Christian character.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Hainford is a happy, caring and inclusive school where the staff act as exemplary role models. The outstanding relationships with the children are based on Christian principles of mutual trust, love, honesty and understanding, which are mirrored in the school's mission statement. Pupils with learning difficulties and disabilities are cared for well and supported, as they seek to fulfil their potential. Children say they are respected, valued and listened to by staff. Pupil behaviour and attitudes to learning are excellent. Pupils' good spiritual, moral, social and cultural development arises from the whole ethos of the school and from the commitment shown by each member of staff. Pupils develop an extremely good sense of right and wrong and of their responsibilities in society. They are gaining an increasing insight into other cultures and religions through the teaching of religious education [RE] and fundraising links with schools in Romania and Malawi. Visitors from other faiths and cultures

remains a focus for ongoing development. These features, together with an inside school environment that contains good quality wall displays and Christian symbolism in the entrance area encourages pupils' spiritual development. This represents satisfactory improvement since the last inspection. An outside quiet area has been developed since the last inspection and this presents opportunities for pupils and staff alike to reflect on their lives. One parent said, "*There is a great family atmosphere here*".

The impact of collective worship on the school community is good

Collective worship is central to the life of the school and is very inclusive. The impact of collective worship on the school community is good. Worship is well planned; however, currently pupils are not involved at the planning stages of collective worship. Collective worship has a positive impact on pupils' spiritual development through the introduction of the 'Values for Life programme'. The curriculum is enhanced by offering opportunities for reflection and prayer, a number of which are written by the pupils themselves. The policy for collective worship is regularly reviewed and revised. Leaders of worship include staff, local clergy and a Lay Reader. The latter being regular visitors who give pupils the opportunity to learn more about the Anglican tradition and practices. The learners enjoy this diversity and respond well, eager to answer questions, sing or take part in drama or storytelling. A whiteboard where biblical words or pictures are displayed acts as a focal point for worship. Worship is regularly monitored and evaluated by the children, in an effort to raise its quality still further. This represents satisfactory improvement since the last inspection. Pupils say that they enjoy listening to Bible stories during acts of worship.

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

The headteacher provides good leadership, based on clear Christian principles, valuing each and every member of the school family as a unique and special individual. The school's leadership team and governors have worked well since the last inspection to ensure that the self-evaluation remains thorough. Links with the Parochial Church Council [PCC] are productive in taking Hainford forward as a church school by the members, most of whom are school governors, using their individual skills to help the curriculum. There are excellent links with All Saint's parish church which is used for celebrating the major Christian festivals and as a learning resource. Teamwork within school ensures distributive leadership is fundamental and creates ownership and gives opportunities for staff to develop. Parents are extremely happy with the experiences their children enjoy at Hainford school and with the effort made for children to fulfil their potential. Most stakeholders share the Christian vision for the school but the school has not sought their views, particularly parents, in an effort to raise the status as a church school still further. The friendly open door policy extends beyond the school and into the community, where local residents are invited to come in and help with children's learning. The capacity to sustain improvement is good.