

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hintlesham and Chattisham Church of England School			
Address	School House, George Street, Hintlesham, Ipswich IP8 3NH		
Date of inspection	4 July 2019	Status of school	Academy inspected as VC. St Edmundsbury and Ipswich Diocesan Multi Academy Trust
Diocese	St Edmundsbury and Ipswich	URN	145539

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

School context

Hintlesham and Chattisham is a primary school with 92 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the previous denominational inspection, the school has joined the diocesan multi academy trust. The school is currently led by a head of school who joined the school in the summer term.

The school's Christian vision

Jesus is the light of the world. We are gems that reflect His light as we learn.
Malachi 3: 16 & 17

Key findings

- The newly formed vision statement reflects the school's context well as it was drawn from the well-established Christian ethos and values. These are instrumental in establishing strong relationships across the school community. However, although the vision statement is clearly understood by pupils, it is at an early stage of being applied across all areas of school life.
- In the short time since her appointment the head of school has drawn together an effective staff team who are successfully providing opportunities for every pupil to flourish. Pupils achieve well across the curriculum including religious education (RE). Steps have been taken to raise expectations of the more able, with the greatest impact at present in the lower part of the school.
- Collective worship and RE are integral to the life of the school. The school's vision and core Christian values are actively promoted through worship and there is clear evidence of the impact on pupils' behaviour and positive attitudes to learning. However, although evaluation of both takes place, this is neither systematic nor frequent enough to influence developments positively.

Areas for development

- Embed the vision, deepening its impact across all areas of the school's work and ensuring that all members of the community appreciate its importance in expressing the Christian foundation of the school.
- Strengthen the processes of action planning and evaluation in order that all stakeholders are empowered to contribute more effectively to identifying and tracking the impact of future improvements.
- Develop pupil leadership further, so that groups such as the faith council actively contribute to the implementation of the school's vision in worship, in RE and to the overall leadership of the school.

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

In the short time since its inception the vision statement has become a focal point for much of school life. Staff and governors drew inspiration for the statement from existing naming of each class after precious jewels and a lit candle in worship representing Jesus as the light of the world. The vicar assisted, describing himself as 'theological consultant', with the energy and ideas coming from staff. Pupils readily associate their process of learning and maturing with that of refining and polishing jewels. Leaders, including governors, understand the potential of the vision to impact all areas of school life but the full depth of the vision, including its theological underpinning, is yet to be fully explored. There is no question, however, that the Christian foundation of this school is firmly established. It is recognised and highly valued by all members of the community. Governors appreciate how fundamental this was as they supported the school through a recent period of turbulence in leadership. Governors describe the support of the diocesan academy trust as vital during this period. This included advice from two local headteachers for the newly appointed head of school. She has taken full advantage of their support, as well as that provided by the diocesan advisor. A strong partnership also exists with the local church, with representatives volunteering in classes as well as actively contributing to collective worship. Extra-curricular opportunities are enhanced by Bible-based after school clubs they run, which are much appreciated by pupils and parents.

Staff, whether in leadership, teaching or in a support role, are passionate about their school and its Christian service to all its pupils. As an outworking of the vision they are deeply committed to providing the best for every pupil. Consequently, they work as a close-knit team to ensure all pupils make good progress and to provide effective support for those facing barriers to learning. As a result, standards in pupil workbooks and pupil outcomes are high. Steps have been taken to ensure more able pupils are appropriately challenged and the impact of these is evident, particularly amongst younger pupils. Support for pupils with additional needs is highly effective. Parents regard the inclusive and nurturing nature of the school as a particular strength, demonstrating the Christian character of the school in action. They appreciate the growing self-confidence of pupils as they progress through the school and the sense of community that they take with them when they leave. This reflects the positive impact of the school's Christian belief in nurturing the God-given potential of every individual.

Governors visit the school frequently and know their school well. They have recognised the impact the head of school has had in a short time, agreeing with trust representatives that she be appointed as substantive headteacher from September. This decision has been warmly welcomed by both staff and parents. Governors appreciate the contribution all staff make to fulfilling their ambitions for every pupil and are conscious of their well-being. Governors are involved in monitoring and evaluating the impact of the school's Christian vision, RE and collective worship. However, both monitoring and action planning are insufficiently focused on impact.

There is an appropriate focus on spiritual development. Prayer is seen as a natural opportunity to reflect on the theme of worship. Shared areas and classrooms have attractive and informative displays dedicated to worship and RE. All reflect the current themes in focus. Some are interactive, prompting pupils to share their thoughts, ideas and prayers. All pupils contributed to the development of an attractive and engaging outside prayer and reflection space. Prompts and resources are incorporated to support spiritual reflection. Pupils are able to describe the different ways in which they choose to access this space and other such areas within the school and grounds.

Within the classroom and more informal contexts pupils show high levels of respect for and appreciation of each other, reflecting the Christian vision and values in action. Relationships across the school community are strong. Consequently, behaviour is excellent. A deep sense of belonging permeates the school, with parents reporting that their children take this and their Christian values into secondary school and beyond. Pupils' appreciation of cultural and ethnic diversity within the United Kingdom has been enhanced by a wide range of visitors and visits related to RE and collective worship. Members of the faith council wrote to representatives of each world religion studied, inviting them to the school. Several accepted the invitation, thereby providing a first-hand experience which enriched pupil understanding and appreciation of that world faith. Pupils contribute to the identification of a range of charitable giving which they readily link to their core Christian value of compassion. Recently, in response to family circumstances, one pupil initiated fundraising for dementia awareness, leading part of collective worship in the process. Voluntary support is drawn from the local community, but pupils also actively contribute; for example, serving at the monthly over 60s lunch.

Collective worship is central to the expression of the school's Christian foundation. A well-planned programme with a clear theological foundation encourages pupils and staff to live out the vision and values and consider key

Christian beliefs. Pupils describe it as having a direct impact on their behaviour and attitudes. Biblical teaching underpins the theme of worship, relating scripture to pupils' own lives. The vicar and other church members enrich the leadership of worship. Pupils particularly appreciate the opportunity to be part of 'Open the Book' sessions, recalling the Bible stories and key messages very clearly. Pupils and parents regularly attend worship at the parish church, resulting in them gaining an appreciation its importance for the local community and an understanding of Anglican traditions. Members of the pupil faith council contribute to worship and record their reflections and evaluations. However, their capacity to plan, lead and contribute to the further development of worship is not fully utilised.

Senior leaders and governors recognise the importance of RE in ensuring pupils flourish. They invest time and resources, equipping staff to teach well. The subject leader is effective and has excellent subject knowledge. She draws on a variety of networks to remain current in her thinking, providing excellent support for her colleagues to deliver relevant and stimulating RE. As a result, pupils are confident in class discussions and apply themselves with enthusiasm to the tasks set. Planning draws well on the locally agreed syllabus and the enquiry-based approaches within the resources for RE entitled 'The Emmanuel Project'. Statutory requirements are met. Assessment is effective in tracking pupil progress and informing teachers in their future planning.

Head of school	Debbie Jackson
Inspector's name and number	Graham Lancaster 713