

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

### Hopton Church of England Voluntary Controlled Primary School

Address Thelnetham Road, Hopton, Suffolk, IP22 2QY

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**

#### School's vision

We raise aspirations and encourage perseverance to reach goals in life and learning.  
'With God all things are possible' Matthew 19:26

#### Key findings

- The school has developed a Christian vision that encourages confidence in pupils and staff so they feel 'with God all things are possible'. Sometimes the Christian narrative is lost when the focus is on Heads, Hearts, Hands.
- Through a curriculum with Christian values at its centre, pupils who are vulnerable or disadvantaged, and those having special educationally needs and/or disabilities (SEND) flourish because of the support they receive. A deeper shared understanding of spiritual development would contribute towards further spiritual growth of pupils.
- Collective worship is at the heart of each school day, reaffirming a shared understanding of the school's values. It often involves members from their Christian partnerships who enable the school to celebrate and build on its Christian foundation and vision. Worship is well-planned with a clear focus and is inclusive and invitational in its approach. Pupils are given opportunities to lead worship. At present a systematic monitoring and evaluation process is not in place.
- The religious education (RE) curriculum is well led, giving pupils opportunities to discuss the diversity of religions and worldviews. Pupils flourish because they are in a safe space where they can reflect upon their own beliefs and those of others.
- The nurturing culture of the school ensures that the well-being of the whole school community is a priority for the school leaders. The family atmosphere ensures that they aspire to be the best they can be, by encouraging one another to persevere and celebrating one another's achievements.

#### Areas for development

- Ensure that there is clarity in the theological roots of the school's vision so that the Christian narrative is not lost.
- Develop a structured monitoring and evaluation system for collective worship so that pupils and adults are more able to recognise its impact and contribute towards further improvements.
- Develop a deeper shared understanding of spiritual development so that there are planned opportunities to experience the different facets of spirituality.

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

The school's Christian vision, 'With God all things are possible' underpins the expectation that everyone will have their own aspirations and persevere to achieve their goals. It encourages the school community to be the best they can be. Leaders explain their school's Christian vision articulately having developed it by working with staff, children and parents. They value their Christian partnerships which support the Christian foundation of the school through worship, after-school and holiday clubs. Although the vision is rooted in theology the use of 'Head, Hearts, Hands' loses the Christian message for some members of the school. It is more prominently featured than the Christian vision in some school documents and on the school's website. For example, the welcome page and the guide to collective worship. It is however, a useful way of establishing another layer of how to aspire and persevere. The school's vision shapes and drives some key aspects of the school development plan and policies. The school's Christian vision of 'With God all things are possible' and the commitment for all to flourish, is demonstrated by the way the headteacher positively encourages all staff to take on new opportunities of continuing professional development (CPD). Leaders have supported a member of staff to take up nationally accredited training in RE which has had a positive impact upon the quality of RE provision in school. Leaders ensure through their monitoring that RE reflects the Church of England Statement of Entitlement. Governors are well-informed because of their regular monitoring and in-school support.

A rich curriculum has been developed collaboratively by subject leaders. This ensures that Christian values alongside curriculum drivers are at the heart of all learning. Pupils develop a shared understanding of the outworking of the school's Christian values and are confidently able to give examples of these values being lived out in school. The staff worked together to minimise the disruption to learning when the pandemic was at its peak and were determined that each pupil continued to flourish. The school quickly developed a remote learning platform which, alongside their strong pastoral support, benefitted all pupils by meeting individual need. Through being a nurturing school where no child goes unnoticed, staff were quickly able to identify what was required. Leaders have been mindful of the challenges to everyone's well-being during the last two years. Consequently, much has been put in place to ensure staff are cared for and supported. This has given them the resilience to persevere and be the best they can be for their pupils. Pupils who require additional support have provision tailored to their needs. Consequently, those considered vulnerable, disadvantaged or having SEND during lockdown and on their return to school, were still able to flourish through the perseverance of key members of staff. Spirituality is woven through the school as part of the spiritual, moral, social and cultural education. It would have more impact if all staff had a deeper understanding of spiritual development beyond faith and religion.

Pupils live well together; behaving well, forgiving each other and respecting one another's point of view. As a result, relationships flourish as they play and work together. They enjoy working on fundraising initiatives and aspire to make a difference. Charities are often identified because of something that has impacted upon a member of their community. Prior to March 2020, the school was involved in a long-term commitment to improve the circumstances for children in a Kenyan orphanage but since the pandemic began, the school has more often focused upon charities that are closer to home. The school council or faith council are usually the drivers of social action. The older pupils are currently leading the school in raising funds for the Ukraine humanitarian appeal having learned about it in class. 'With God all things are possible', inspires perseverance so that every fundraiser is a success.

RE has a high profile within the school because of the aspiration, perseverance and skill of the RE subject leader. A progressive and enquiry-based curriculum ensures that learning can be accessed by pupils of all abilities. There is a balance to curriculum content ensuring they build upon their knowledge and understanding of Christianity as well as other major world religions and worldviews. To ensure that learning in RE continued when there was a need for home learning, the subject leader developed a creative approach to the planned curriculum. Pupils speak passionately about their learning, demonstrating their breadth of knowledge as well as their respect and acceptance of different religions

and worldviews. Whole class learning in RE is recorded in large scrapbooks which the children enjoy reviewing, to identify what they have especially enjoyed learning and the progress they have made. They have a good recall of their learning and are eager to share it. Pupils flourish in RE because it is a safe space for them to explore their own 'big questions'. They are respectful of difference and diversity, valuing both RE and relationships and sex education (RSE) because they realise it is how they learn the most about people from a range of diverse backgrounds or similar.

Daily collective worship is an expression of the school's Christian vision. During the pandemic, pupils continued to have some acts of worships. Recordings were made by staff and one of the governors which enabled families to choose the best time for them to share in it. Pupils were pleased to return to whole school collective worship, being aware that they had missed the singing and celebrating together. The sense of unity is tangible in worship and is a clear indication that it is a time for all to flourish. Worship is planned well and explores teachings from the Bible, which give additional clarity to the school's values. Worship is structured with good resources and liturgy. Pupils have a supporting role in all worship and as a result of a little adult guidance are also able to lead. It is an inclusive act of worship that is usually led by staff or other Christian partners. Pupils especially enjoy the fortnightly 'Open the Book' collective worship because of their increased level of participation. Pupils are engaged and respond well to the variety of worship leaders. However, opportunities for further developments and improvements to worship are missed as pupils are not involved in monitoring or evaluation. Prayer is invitational in worship, for a pupil's prayer at lunchtime or individually by the school's prayer tree.

### Contextual information about the school

Date of inspection	9 March 2022	URN	124703
Date of previous inspection	9 June 2015		
School status	Voluntary controlled primary school	NOR	90
Name of MAT/Federation	n/a		
Diocese / Methodist District	St Edmundsbury & Ipswich		
Headteacher	Claire Wright		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Christina Galletly	No.	975