

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hatherop Church of England Primary School

Address	Hatherop, Cirencester, Gloucestershire, GL7 3NA		
Date of inspection	3 April 2019	Status of school	Voluntary Controlled Primary
Diocese / Methodist District	Gloucester	URN	115628

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

School context

Hatherop CE (VC) Primary School is a primary school with 83 pupils on roll. The school has a very low level of religious and cultural diversity and very few 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. The headteacher has been in post for two years but has taught at the school since 2004.

The school's Christian vision

Caring Believing Achieving

Our family-centred school endeavours to nurture the individuality of each child in a caring community rich in Christian values. Our vision is that each child develops a love for learning in a creative and stimulating environment where they can achieve their potential and live life to the full.

Key findings

- The vision and values have an extremely strong impact on the well-being of the whole school community. This is creating a caring environment where all have a strong sense of self-belief and belonging.
- Pupils have a good understanding of the school's Christian values and can explain how they make a difference to their actions inside and outside of school.
- The passion and dedication of the headteacher, to the work of developing a church school with a distinctive Christian vision, is having a significant impact on the life of the whole school.
- Through the supportive pastoral care offered by staff and members of the clergy, every child is valued as a child of God.

Areas for development

- Embed the school's vision in all school policies, so that they explicitly deliver the vision of the school.
- Ensure that the impact of the Christian vision is robustly monitored by governors and used to drive strategic decision making.
- Enable pupils to regularly and independently plan and lead acts of worship, so that they become leaders of worship.

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

Driven by the dedication and commitment of the headteacher, leaders have worked hard with all members of the school community to create the vision of 'caring, believing, achieving'. This is understood and articulated by all. It has been beautifully recreated in various art forms around the school environment, drawing on partnerships with the local church and visiting artists. The vision statement forms the foundation for decisions made for school improvement planning and is clearly linked to, and supported by, biblical theology. Core Christian values have been identified and link to the vision statement, which forms the backbone of collective worship in school. During these times, key bible stories, which exemplify the values, are shared in ways that connect them to the lives of all in the school community. Consequently, the vision and associated values, permeate most aspects of school life. They are supporting practice and the reshaping of many school policies. For example, the anti-bullying policy now links the 'caring' aspect of the school's vision with guidance from 'Valuing all God's Children'. Whilst not all policies refer to the school's vision as the foundation for practice, governors have started to address this. Good partnerships with the diocese and local church community exist to effectively support school improvement. Members of the local church have been instrumental in supporting the delivery of collective worship and have worked with staff to develop the strong theology that supports the vision of the school. Areas to improve from the previous inspection have been addressed well and newly-created priorities are strongly promoted to enable pupils and adults to flourish. However, monitoring of the impact of the school vision is not sufficiently rigorous to support leaders' strategic decision-making.

The importance of prayer within the school community is evident and valued. There are many opportunities around school, both inside and outside the classrooms for all to have space to reflect and pray. Collective worship meets all statutory requirements. It is ably led by the head teacher, members of the local church and other members of staff. It is planned well by the headteacher and supported by enthusiastic pupils. However, pupils do not take a lead in planning and delivering their own worship, something the school is eager to address. The local 'Open The Book' team have also supported pupils' understanding of bible stories, through their weekly visits to the school. Acts of worship begin with reflection on the trinitarian nature of God. A Bible, cross and candle are used as focal points on the worship table, to identify God as Father, Son and Holy Spirit. The church's year is reflected using liturgical colours displayed on the worship table. The 'believing' and 'achieving' aspects of the school's vision has a positive impact on the planning and delivery of collective worship. For example, these elements were linked through pupils helping to act out a story, and then engaging in a time of reflection on their own aspirations and ambitions. A great deal of pride is given to ensuring children understand the theology behind the songs they sing as well as in the messages they hear.

The Christian vision and associated values underpin relationships at all levels. The care and friendship shown to all is readily articulated by staff and pupils as an expression of its Christian vision. This is in keeping with the teachings of Jesus and it is constantly referred to in daily school life. Staff are excellent role models, who go the extra mile to offer support to all pupils. They actively promote the Christian vision in meeting pupils' needs. The school is inclusive and welcoming to all. Mental health, wellbeing and academic attainment are equally valued. Systems are in place to identify and provide support for all pupils including those with special educational needs or disabilities. Consequently, pupils achieve well at each stage of their learning, which is reflected in attainment that is above national averages. Successful partnerships are forged with families. Parents speak positively about all aspects of school. They appreciate involvement in church worship, the caring ethos of the school and the positive impact this has on their children.

The school has engaged in an impressive amount of charity work, which pupils attribute to the caring aspect of their school's vision. Raising over £950 for a national charity is demonstrative of the attitudes that all members of the school community have towards helping others. Pupils describe their charity work as an example of 'how we show the Christian value of compassion towards other people and want to make a difference in our world'. Across the school, teachers plan activities that encourage pupils to respond to the challenges of injustice that occur globally. Recorded in their 'World Response Books', pupils consider their own responses to issues such as inequality and unfairness and how they might take action to combat it. Social interactions are strong. Children take part in many activities which promote community engagement and living well together. Litter-picking around the local environment and supporting the local 'Foodbank' are examples of this. A recent 'Generosi-Tea' was

organised and saw pupils serving tea to members of the community. This was well-received by recipients and highly valued by pupils who enjoyed putting into action the caring strand of the school's vision. Sitting on the school council also encourages pupils to live well together and develops a sense of belonging. Older pupils look after younger ones at lunchtime and playtime. This exemplifies the caring Christian culture that exists at Hatherop. Pupils value others as well as themselves, ensuring all are treated with dignity and respect regardless of who they are. This has created pupils who are happy, hardworking and safe. As a result, attendance is above average because children say they want to come to school. This is also true of staff, who value the support and professional development they receive from leaders, especially the headteacher. Consequently, adults also flourish because their well-being is highly valued, thus demonstrating how the school's Christian vision also extends to staff as well as pupils.

Leadership of religious education (RE) is strong and the subject is given high priority. The RE subject leader and headteacher have undertaken diocesan training and support staff by delivering in-house training during staff meetings. The 'Understanding Christianity' resource is beginning to have a positive impact on pupils' deepening knowledge of the Bible and their ability to critically engage with text. Cross-curricular links are made, developing pupils' thinking and reasoning skills when reflecting on 'big' questions such as how the world was made. There are many opportunities for pupils to reflect on their learning and how it relates to their own beliefs. Spiritual development is therefore well supported in RE and across the wider curriculum. Pupils are aware of Christianity as a worldwide faith. Other major world faiths are also studied, promoting the school's Christian vision and values in developing understanding and respect for diversity, difference, and living well together. This has enabled pupils to appreciate their place in the wider community. Effective assessment processes are in place to support learning in RE. Whilst governors' monitoring of RE is supportive, it lacks the robustness to provide challenge for moving the subject forward. However, statutory requirements for RE are met.

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