

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

<b>Hawkesbury Church of England Primary School</b>			
Address	High Street, Hawkesbury Upton, Badminton, South Gloucestershire, GL9 1AU		
Date of inspection	28 November 2019	Status of school	Voluntary controlled
Diocese	Gloucester	URN	109161

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

### School context

Hawkesbury is a primary school with 91 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 slightly above national averages. The Executive Headteacher joined the school in September 2018 when the school formed a partnership with another small Church of England village school.

### The school's Christian vision

Enabling all children to enjoy life and flourish in a culture of lifelong learning and curiosity.  
Our vision is based on, 'Like a tree firmly planted by streams of living water.' (Psalm 1:3)

### Key findings

- The renewed vision and associated values have quickly become part of school daily life. Pupils, staff, governors and parents feel that the values are true to the school's context and significant in their own lives. Collective worship reinforces this.
- The school is a cohesive and supportive community in which pupils play a key leadership role. Further opportunities for leadership in worship and as advocates for change are not fully realised.
- Determined leadership ensures that pupils know about and engage with a variety of faiths and cultures. A stimulating programme of visits and visitors is central to this, as is the wide-ranging religious education (RE) curriculum. These contribute well to the development of spirituality but that is not so evident in classroom topic work.
- Teaching and learning in RE are strengths of the school. Pupils readily engage with complex religious issues.
- Partnerships are strong, especially with local churches and their members. Services in St Mary's Church have significant impact. The developing partnership with Iron Acton is bringing tangible benefits.

### Areas for development

- Explore and embed the vision further so it drives and inspires all policies and practice within the school.
- Ensure that opportunities to explore spirituality in curriculum topic work are identified and taught so that pupils can appreciate the place of spirituality in everyday learning.
- Identify opportunities for pupils to exercise leadership through collective worship and as advocates for change in order for them to be better prepared for lifelong learning.

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 vision for Hawkesbury school, which has recently been renewed, uses the word 'flourish'. This has captured the imagination of the school community and flourishing is seen as both the aim of the school and the impact of the school on pupils and adults alike. The vision uses the biblical text, 'they are like a tree planted besides flowing streams that bears fruit.' (Psalm 1:3). Pupils like the image of the tree and one of the rewards of the school is to have ones name on a leaf on the painted tree in the hall. The theological significance of the vision and Psalm 1 have not yet been explored in depth. Consequently, the impact of the vision is not yet seen in the policies and the development plans of the school.

Through wide consultation, the leaders of the school decided on three key values to underpin the acting out of the vision in everyday school life. Each value has an appropriate accompanying Bible story. Respect is accompanied by the parable of the Good Samaritan, creativity by the Genesis story of the creation of the world and perseverance by the story of Moses leading the slaves out of Egypt. Pupils can explain the values and the Bible stories well and can apply them to school life and to their lives beyond school. Respect underlies the relationships in the school and leads to forgiveness and reconciliation being features of school life. Collective worship is well planned and well led and helps both pupils and adults to understand the vision and the values and to relate them to the Bible.

The impact of the vision and values is felt throughout the school. Pupils enjoy their learning, try their hardest, are polite and are very supportive of each other. Younger pupils write moving prayers for the Year 6 leavers, which are read out at a service in church. Parents appreciate the pastoral care given by staff to their children and the palpable sense of teamwork. Staff endeavour to bring out the potential in every pupil, including those who have special educational needs or/and disabilities, taking time to discover the full range of talents and nurturing them. Staff also talk persuasively about the impact of the vision on their professional and personal lives.

Staff are aware that many pupils will leave the village setting in the future and that they should encounter a wide range of faiths and cultures in preparation for this. Visits to places of worship are memorable and pupils of all ages talk with understanding and empathy about the need for respect in life. The use of outdoor learning, the contributions of visitors and weeks where pupils follow an interest all contribute to a sense of a well-rounded education with personalised learning. The curriculum is currently under review. This review offers the opportunity to explore spirituality in curriculum topic work so that pupils can see further the role of spirituality in their everyday learning. Pupils support many charities and talk about the difference their contribution can make. They speak, for example, about the local foodbank at Harvest and about shoeboxes of aid for a developing country. There are, however, insufficient leadership opportunities for pupils to be advocates of change on issues that are important to them.

The RE lead teacher is skilled and uses her expertise and training to inform and inspire the rest of the staff. RE is well planned using a combination of the locally agreed syllabus along with 'Understanding Christianity'. Pupils have dedicated RE time and each classroom has an RE display that extends pupil engagement and understanding. RE lessons effectively combine pupil acquisition of knowledge and the development of understanding across a wide range of religions and worldviews. Pupils grapple well with challenging religious issues, such as evidence for reincarnation and belief in God. Assessment is regular and provides good targets for improvement.

Collective worship provides much of the glue that holds this cohesive community together. The regular use of candles, liturgical responses, Bible stories and music provides a rhythm to school life, which is then enriched by the marking of notable moments in the church year. Some of the most memorable moments happen in St Mary's Church. Pupils and adults hold candles to form a circle of light at the school Christingle service. This is seen as both a sign of community and as the light of the world shining hopefully in the darkness. Pupils, especially the worship warriors, already take a lead in parts of collective worship. This said, there are

opportunities to extend this, for example in the planning of church services. There is a quiet area in each classroom, providing meaningful stimuli for prayer. These and the spiritual garden, the development point from the last SIAMS inspection, are appreciated as a resource for reflection. Mindfulness is taught as a technique to aid well-being and pupils can identify the benefits of this. Pupils lack some confidence in personal prayer techniques.

The leaders of the school possess much drive and energy and are determined that they are laying the foundations now for even greater flourishing in the future. The executive headteacher leads wisely and takes care to treat all staff as individuals. He balances his responsibilities at Hawkesbury and Iron Acton effectively. Pupils, staff and parents appreciate the networking benefits that are coming out of this partnership. The foundation governors are experienced in monitoring Christian distinctiveness, committing to regular observations and pupil conferencing. School questionnaires used by leaders do not currently include questions about the nature of the school as a church school.

The school benefits considerably from the partnership with St Mary's Church. The building inspires pupils with both its feel and its history. The church wardens and a minister in training are associate members of the foundation governors. The local 'Open The Book' team bring the Bible to life for pupils. The diocese provides training for staff and governors, which is greatly appreciated. The diocese has also assisted with finding visiting clergy to support the school. The Bishop's Visitor is a critical friend who has helped with the refocussing of the vision and with affirming the central role of the school in the local community.

Executive Headteacher	Mike Riches
Inspector's name and number	Simon Stevens 953