

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

<b>Hindon St Marys &amp; St John's CofE VA Primary School</b>	
Address	Hindon, Salisbury, SP3 6EA
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
The effectiveness of religious education (RE)	Good

School's vision
<p>Within a culture where every child matters, pupils are encouraged to be the very best they can be, guided by an understanding of fundamental British values supported by a nurturing Christian ethos, happy children learn.</p> <p>'Teach children how they should live, and they will remember it all their life.' (Proverbs 22:6)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's distinctive Christian vision and associated values permeate and shape all aspects of daily life. Pupils treat everyone with a high degree of dignity and respect creating a sense of being part of a caring family, which they attribute to Christian values.</li> <li>• The vision has inspired the school to create a new engaging curriculum which stimulates pupils' attitudes to learning. There is an influential culture of high expectations where pupils flourish.</li> <li>• The high quality of nurture for pupils' emotional wellbeing and mental health is a particular strength. This is enhanced by the imaginative forest school activities which make a significant difference for pupils. At present, relationships with other educational partners are not widely developed and limit opportunities to draw upon other excellent practice.</li> <li>• Leaders are passionate and dedicated to providing the highest quality of education, establishing a strong staff team. Whilst governors are fully committed to their role there is no systematic approach to monitoring all aspects of being a Church school.</li> <li>• New initiatives in religious education (RE), such as the redesigned curriculum and the introduction of big questions ensures that the subject has a high profile. However, pupils have limited opportunities to evaluate collective worship or take greater ownership in worship.</li> </ul>



### Areas for development

- Extend relationships with a wider range of local and global partners to extend pupils' understanding of different cultures and communities as well as sharing their own good practice.
- Create a more systematic approach to governors' monitoring ensuring that all aspects of a Church school are rigorously evaluated. This will consistently lead to key foci for improvement.
- Ensure pupils have a distinct role in evaluating collective worship so they have greater ownership of planning for worship and further raise the school's Christian distinctiveness.



## Inspection findings

The school's distinctive Christian vision is at the heart of its daily life. It effectively raises pupils' self-belief in their own ability, because every pupil is seen as being special as a child of God. The vision seeks to widen pupils' understanding of the world beyond their locality. Leaders articulate a good understanding of the biblical principles underpinning the vision. They draw upon Jesus' example of how we can live together and make a difference for others. Leaders explain how each person is wonderfully made and is unique. They see their role as enabling pupils to achieve their God given potential and flourish. The vision drives improvements. For instance, the creation of a new curriculum which effectively engages all learners. It promotes the importance of the high-quality provision for pupils' emotional and wellbeing needs.

The vision was influential in supporting the school and individuals last year when it went through very challenging times. The vision highlighted God's love for each of them, offering hope. Leaders are passionate and dedicated to the work of a Church school. The headteacher shapes a new staff team who live out and model the vision in everyday life. She grows their potential leading to all staff being accepted for further training, giving them the potential to become Church school leaders of the future. Leaders make ongoing evaluations, refining approaches and putting in place new improvements which reflect the vision. Governors provide good support and challenge. However, there is no systematic plan which ensures all aspects of a Church school are fully evaluated.

The vision inspired staff to create a new curriculum which raises pupils' love of learning. Staff creatively weave opportunities to explore Christian values across all subjects, enabling pupils to recognise their importance in various contexts. Pupils' interests and what they would like to explore are built into learning experiences. The curriculum is well planned, so it meets the needs of all individuals. Pupils develop very good attitudes to learning. There is an influential culture of being the best you can be. Staff have high expectations of pupils, with individualised targets. These allow pupils to know how they can improve. Pupils use strategies which enable them to overcome challenges, they share the view that they can learn from any errors. The provision for spirituality is strong. Opportunities to deepen pupils' spirituality are thoughtfully planned across subject areas. Staff are equally confident to grasp opportunities for reflection which arise spontaneously. Forest school experiences significantly contribute to this. Pupils express their thinking creatively. For example, when reflecting on the wonder of God's world, they explored the patterns of spiders' webs. They captured the moment by making spiders' web catchers with a striking display. Visits to London and other cities stimulates discussions of different cultures and diversity, deepening pupils' understanding. Pupils appreciate that we are unique and that everyone is important. The new curriculum has ensured there are more opportunities to explore deprivation in different contexts. A pupils' eco team respond to climate issues by taking a lead on recycling and reducing waste. They perceive their responsibility in caring for God's world. This leads to more pupils becoming independent advocates for change, taking action or raising awareness.

There is a tangible sense of being part of a caring community where all are valued. Pupils treat everyone with a high degree of dignity and respect. This is attributed to the vision and Christian values. The vocabulary of values is used throughout daily life. Pupils who have a religious faith and those who do not talk about the difference values make and how these shape their thinking. The provision for pupils' emotional health and wellbeing is a particular strength. Pupils' understanding of stereotypes is growing and how they can challenge this. There is an emphasis on teamwork and




how to overcome problems. Pupils are well aware of the importance of their emotions. They use a range of strategies which help them to keep calm, such as reflection, art or prayer. Staff readily recognise concerns implementing effective interventions.

At present the school has only developed a few influential partnerships. The relationship with the church is growing. Church governors make invaluable contributions, clergy lead collective worship and previously open the book. Christian festivals are celebrated in church, enabling pupils to appreciate their importance for Christians. The school draws on the local cluster for some initiatives. The best example led to Understanding Christianity, an RE resource, being introduced, which has extended staff and pupils' knowledge of Christianity. These partnerships limit the opportunities to identify other high-quality approaches as well as supporting subject leaders. Further links would allow the school to share their own expertise.

Collective worship is generally invitational and inclusive. It plays a central role in extending pupils' understanding of Christian values and their significance, drawing upon Jesus' teachings. Collective worship is valued by pupils as a time to come together and share. Planning is more detailed where different aspects of the value are progressively developed, extending pupils' awareness. Pupils are confident to plan and lead worship. However, they have no opportunities to evaluate worship or take further ownership. Prayer is appreciated as a way of sharing thoughts with God. Pupils have an age-appropriate understanding of God as Father, Son and Holy Spirit. Monitoring by governors has led to pupils being more involved in worship.

Leaders ensure that RE has a high profile in the life of the school. The RE curriculum is used to inform other subject planning. Pupils are challenged as they discuss big questions of meaning and purpose. They are confident to effectively draw on previous knowledge to articulate a response. Debates are enthusiastically undertaken with questions such as, 'can religion make you a better person?' It led to one young pupil asking whether God loved those who start wars. Pupils understand the importance of listening to the ideas of others and disagreeing positively. World faiths and views are increasingly studied in greater depth, with pupils thoughtfully recognising similarities. Pupils' knowledge of key religious concepts and vocabulary is steadily growing. Assessment systems are in place, but being refined, so pupils can be more closely tracked. Pupils value RE lessons and feel it challenges them, so they review their opinions.



	The effectiveness of RE is		Good	
	<p>The quality of teaching in RE is good and there are examples of high-quality practice. A new curriculum is in place which provides clear progression. This enables pupils to study at a deeper level. Pupils make at least good progress and there are increasingly more pupils working at a higher level. Vulnerable pupils are effectively supported developing the confidence to share ideas verbally.</p>			
Information				
School	Hindon St Marys & St John's CofE VA Primary School	Inspection date	14 November 2022	
URN	126444	VC/VA/ Academy	Voluntary aided	
Diocese/District	Salisbury	Pupils on roll	64	
Headteacher	Jackie Gunter			
Chair of Governors	Richard Bryson			
Inspector	David Hatrey	No.	844	