

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hadnall Church of England Primary and Nursery School	
Address	Astley Lane, Hadnall, Shrewsbury, SY4 4BE
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	Excellent

School's vision
<p>'REACH' underpins all that we do. We promote equality and a deep understanding that every journey is different. Our vision supports our children by 'REACHING UP' to be aspirational and work hard. We 'REACH OUT' to others by always being kind and helpful and treating others in the way we would expect to be treated ourselves.</p> <p>REACH values are Respect, Enthusiasm, Aspiration, Courage, Hope.</p> <p>Encourage one another and build each other up. (1 Thessalonians 5:11)</p>
Key findings
<ul style="list-style-type: none"> • Leaders at all levels, work hard to ensure the Christian vision impacts positively on the work of the school. As a result, all pupils, including the most vulnerable, flourish in their learning. • Adults and pupils identify regular spiritual development opportunities through reflection and worship, but a planned approach is less clear. • The distinctively Christian leadership have created a nurturing culture that embraces difference and lovingly supports the wellbeing of all. However, there is further scope for expanding opportunities to celebrate cultural diversity. • Collective worship is excellent because it is transformational, enabling adults and pupils to live-out the school's Christian vision. However, pupil worship leaders have occasional opportunities to further develop and expand their role beyond the school community. • Religious education (RE) is well led. The cohesive curriculum enables pupils to ask big questions, where their discussions demonstrate a comprehensive degree of religious literacy.
Areas for development
<ul style="list-style-type: none"> • Ensure meaningful and intentional opportunities for spiritual growth are planned throughout the curriculum, to enhance the flourishing of all. • Increase pupils' scope to experience a wider range of culturally diverse communities, broadening their knowledge about different ways of living. • Extend pupil leadership of worship by exploring opportunities to work with other schools, to enable flourishing to be far-reaching.

Inspection findings

Hadnall is a welcoming, friendly and inclusive Church school. Strong leadership has developed a Christian vision that is theologically rooted in 1 Thessalonians 5:11. It is understood by all and supports pupils to reach up and reach out to be their very best. Staff use the vision and its associated REACH values to shape the nurturing culture of the school. The effective partnerships with the Church, the diocese and the community enhance life at Hadnall. They are rooted in the school's vision which shapes respectful relationships at all levels. The deep sense of family and togetherness is palpable, resulting in everyone encouraging one another. Parents appreciate the open-door policy that is offered from the headteacher and every member of staff. They say staff treat every child individually and nothing is too small to discuss. Staff are keen to improve professionally and benefit from the training provided by the local authority and the diocese. Thus, highly effective adults have the knowledge and skills to support pupils in their learning. Staff say ongoing development equips them to nurture and teach pupils well. As a result, training enables career growth and professional flourishing. Leaders, including governors, know the school well due to rigorous monitoring. Consequently, development priorities are accurately identified and leaders talk confidently about how the vision guides the work of the school.

Exemplary inclusion practice throughout the school supports effective teaching and learning, ensuring all pupils make good progress. REACH values underpin the inclusive, innovative curriculum, encouraging pupils to be curious and to have the courage to ask questions. Leaders recognise that every pupil is unique and ensure they are extremely well supported with their individual learning journey. The breadth of extra-curricular activities also adds to pupils' experiences to build resilience by working hard to achieve their aspirations. Therefore, all pupils, including the most vulnerable and those with additional needs, flourish in their learning. Teachers also speak about how the curriculum helps them to thrive, as it improves their mental health, by reducing workload. The personal, social and health education (PSHE) and REACH curriculum is a strength of the school. Resources and displays celebrate difference and diversity. Pupils proudly share their differences during 'Lifewise' sessions, enabling all to be treated with dignity and respect. However, meaningful opportunities for pupils to broaden their knowledge about people's lives, from a range of cultures, are less available.

Loving, caring relationships are at the heart of the school. Staff speak warmly about the headteacher's relentless drive to care for them. Inspired to reach out to others, the headteacher ensures the vision supports the good mental health of all. Whole school wellbeing days and participating in Children's Mental Health Week are all part of the school calendar. Staff have completed mental health training to give them the tools to support pupils to overcome difficulties. As a result, teachers reassure children, giving them confidence, which ultimately builds resilience. Adults model how to discuss disagreements through forgiveness and reconciliation. Consequently, pupils articulate how making the wrong choices can be resolved through forgiveness. Pupils' respect and kindness towards others is truly inspiring. A parent stated, 'I was touched to see an older child comforting a younger child.' Leaders regularly monitor the impact of the vision on wellbeing, ensuring it positively influences the flourishing of all.

Places to engage in spiritual reflection are accessible throughout the environment. Class worship tables and outdoor reflection areas are readily available for pupils and adults to pray and contemplate. Forest school offers opportunities for pupils to make connections with nature and themselves. Consequently, many pupils can articulate how their spiritual reflections help them to feel calm and relaxed. However, a planned approach to incorporate



opportunities for spiritual development throughout the curriculum, is not yet in place.

The Christian character of generosity is evident in the charitable actions of the school community. For example, when pupils filled shoeboxes with gifts for children in need around the world, responding to 'Operation Christmas Child.' During Harvest, families donated to the local food bank. As a result, pupils are aware of food poverty and inequality, inspiring them to be agents for change. Illustrated by pupils' acts of advocacy, including sponsored activities to help the homeless.

Collective worship is the heartbeat of the school. Staff talk of worship as a time to come together as a family, giving them a deep sense of belonging. The pupil worship group have a consistent and central role in worship. They meet weekly with the vicar to plan. Planning takes account of the worship evaluations of other pupils. Pupils are extremely confident at leading worship, making it creative and memorable by using drama and music. However, pupil worship leaders have less opportunities to further develop and expand their role beyond the school community. Adults and pupils are thoroughly engaged during acts of worship and love to sing joyously. This has a profoundly spiritual impact on those around them. Opportunities for planned and spontaneous prayer and reflection also enhances the spiritual development of all. Anglican traditions of worship are embedded. Pupils relish the lighting of the three candles, representing the Christian belief in God as Father, Son and Holy Spirit. The structure to worship ensures it flows from the vision, making it inclusive of all faiths or none. One pupil stated, 'Whatever you believe, you still learn respect and get aspiration.' Experiences during worship have been truly transformational for some adults and pupils. Pupils confidently articulate how worship inspires them personally to challenge views, respond and make a difference in the world. Adults have expressed how worship has given them strength to get through challenging situations. Leaders cleverly weave messages from the teachings of Jesus into learning, which inspires behaviours rooted in REACH values. Friday worship celebrates pupils using REACH values, equipping them to build resilience during difficult times. Worship is central to the life of the school, enabling adults and pupils to live-out the school's distinctively Christian vision.

The engaging and challenging RE curriculum follows the Shropshire agreed syllabus and incorporates the 'Understanding Christianity' resource. Pupils are enthusiastic about the subject and discuss how they are encouraged to debate 'big questions'. As a result, pupils demonstrate a comprehensive knowledge of a range of religions and worldwide views. Pupils articulate the importance of gaining an understanding of a variety of faiths. One pupil stated, 'You need knowledge about religions to make the world right.'

The deeply Christian vision underpinned by 1 Thessalonians 5:11, together with the REACH values, encompasses all that is Hadnall. The lived-out vision has encouraged and built up each unique individual to have hope and aspiration, enabling all to flourish.



Information			
School	Hadnall Church of England Primary and Nursery School	Inspection date	19 May 2023
URN	123478	VC/VA/Academy	Voluntary controlled
Diocese/District	Lichfield	Pupils on roll	112
Headteacher	Deborah Mills		
Chair of Governors	John Street		
Inspector	Beverley Roberts	No.	2122