



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hindringham Church of England VC Primary School	
Address	Wells Road, Hindringham, Fakenham, NR21 0PL

School vision
<p>As God’s children, we all play our part in making learning irresistible within our federation communities. We all learn through the Christian values that are at the heart of our schools and strive to be the best we can be, knowing that, 'What we will be has not yet been made known.' (1 John 3: 2)</p>
School strengths
<ul style="list-style-type: none"> • School leaders and staff are unwavering in their support of each other and their pupils according to the school’s Christian vision. • Highly skilled lesson planning in a small school setting ensures that pupils enjoy their learning and make individual progress at their own pace. • Pupils are highly articulate in their understanding of collective worship and how it inspires them to live. • Pupils and adults are treated well. Staff collaborate closely to create an inclusive and equitable culture of learning. • Partnership with the church is strong, which enhances collective worship and promotes strong community links.
Areas for development
<ul style="list-style-type: none"> • To enable pupils to take an active role in collective worship and pupil leadership. This is to enable pupils to gain the skills needed to become more involved in social justice. • To support a more personal understanding of spirituality by widening planned moments of reflection from religious education (RE) to the whole curriculum. • To develop religious literacy in RE to support all learners more effectively in their understanding of different faiths and worldviews.
Inspection findings
<p>Hindringham is a very small rural primary school in Norfolk with 24 pupils. The school is one of four church schools belonging to the Pilgrim Federation, led by a single governing body. The Christian vision for the Pilgrim Federation is shared across all four schools. Hindringham shares an Executive Head and Executive Deputy Head Teacher across the federation.</p> <p>Everyone flourishes at Hindringham because school leaders have ensured that the school’s Christian vision is embedded into all aspects of school life. School leaders regularly monitor their own impact when reflecting upon decision-making in meetings. As a result, leaders are already developing the school according to its Christian vision and enabling new strategies to embed. Pupils understand the vision as a commitment to ‘play your part’ and live the vision through their kindness and teamwork. As a result, pupil behaviour is excellent and peer relationships are harmonious. Evidence of this is</p>



seen in social time, when older and younger pupils willingly and enthusiastically play and interact. Some pupils are not able to articulate all elements of the school's Christian vision and lack clarity with the Bible verse. However, when prompted, pupils are able to explain how they experience the vision through staff actions and attitudes. Pupils understand how they can play their part to make life at school enjoyable and engaging. Staff work together as a close-knit and supportive team, modelling collaboration in their working practices. School leaders seek out staff opinion regularly and staff know that they have a voice to express their views. Staff work in a culture of openness and honesty, which enables them to support each other with wellbeing. This filters down to pupils, who work well together, support each other in their learning and encourage everyone to succeed. Pupils and adults flourish, because school leaders have an unwavering commitment to a culture of inclusivity, dignity and equity for all. This is clearly seen in the personalised and practical ways in which pupils are nurtured or challenged according to individual needs. Transition from nursery to Reception and Year 6 into secondary school is well planned and tailored for individual pupils. As a result, transition into the school is seamless and pupils flourish beyond their time at Hindringham.

Staff and school leaders are committed to planning and delivering quality first teaching across complex, mixed age classes. Skilful curriculum and lesson planning enables pupils to learn at their own pace. The small school environment at Hindringham permits flexibility across classes, which stretches more able and supports the vulnerable. Vulnerable pupils flourish at Hindringham because all staff are committed to personalised learning and support. Hindringham is a school of choice for many parents who live outside the village due to its reputation for pupil flourishing. Parents know that their children are nurtured and supported. Curriculum changes have enabled staff to incorporate elements of thoughts and feelings into topic learning. However, pupils sometimes need more time to reflect upon their personal views before sharing their ideas with others. A common language of spirituality is currently underdeveloped, but is being worked upon as a priority across the federation to ensure consistency.

The RE curriculum fulfils statutory requirements and meets diocesan expectations. Diocesan advisers support the school regularly. Teachers use a diocesan approved planning structure to meet the needs of its pupils. However, school leaders do not yet scrutinise the impact of mixed age planning upon pupils in RE. The content of RE is challenging, well-balanced, relevant and diverse. Pupils enjoy RE as it offers them the opportunity to consider their own worldviews. Younger pupils are particularly reflective and articulate when discussing similarities and differences between Jewish Shabbat and Christian Sabbath. Some pupils struggle with religious literacy and need more support in core language to describe faith, spirituality and worldviews.

Collective worship has a deep and meaningful effect upon pupils. Pupils value collective worship as 'time to be with God' and they understand the importance of gathering together daily in prayer. Time given to reflect upon collective worship themes supports spiritual development. Some pupils are able to give examples of when stories in collective worship have inspired them in their lives. One example is a pupil who shared their snack with someone after hearing about the 'feeding of the 5000'. Parents appreciate the nature of collective worship, as it inspires a personal response to faith. Pupils enjoy collective worship most when they are able to take an active part with a reading or a prayer. However, their involvement in the planning and leading of collective worship is currently limited. Weekly worship led by a lay reader and half-termly worship led by the local vicar is well received. As a result, pupils experience a variety of styles of Anglican worship and appreciate that worship can be highly personal. Links with the local church are now very strong, and the school attends church for major festivals throughout the church's year. This enables the school to build positive relationships with the parish, parents and the local community.

Development of the topic based curriculum means that pupils are acutely aware of injustice in the world. Classes are encouraged to place themselves in the roles of the invader, the invaded, the

powerful and the oppressed. Topics encourage discussion and debate about emotions and personal feelings, as well as the development of empathy and compassion. Pupils are not yet able to link the nature of their discussions to their school's vision of 'play our part'. However, they are more able to understand different points of view, both in their daily interactions, as well as in world events. Pupils react with compassion and a sense of social responsibility when confronted with issues directly affecting their local community. They willingly donate to the local food bank and act to support families in need. However, pupils are not yet fully active agents of change. A member of staff sits on the Diocese of Norwich's Racial Justice Network. The Pilgrim Federation is a key partnership. Federation development supports the school in its shared Christian vision, and enables staff collaboration. School leaders divide their time equally between the schools, but staff flourish because they know that they can contact leaders at any time. Regular opportunities for pupils to mix at sporting and federation events supports pupils with transition beyond Year 6. Pupils benefit directly from staff collaboration and planning across the federation. Pupils do feel a sense of connection to the federation, whilst retaining a very close attachment to their own school. Hence everyone flourishes because they are able to play their part within a supportive community of Church schools.

The inspection findings indicate that Hindringham Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	10 October 2023	URN	121086
VC/VA/Academy	Voluntary controlled	Pupils on roll	24
Diocese	Norwich		
MAT/Federation	Pilgrim Federation		
Executive Headteacher	Tom Snowdon		
Chair	John Burrows		
Inspector	Caroline Vinall	No.	2107