



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

Hilperton Church of England VC Primary School	
Address	Newleaze, Hilperton, Trowbridge, BA14 7SB
School vision	
<p>Within our school family, we nurture aspiration and resilience. Together, with God’s strength, we move forward with courage and honesty, learn collectively with kindness, and provide hope to flourish. This is how we soar high on wings like eagles.</p> <p style="text-align: center;">‘Those who hope in The LORD will find new strength, they will soar high on wings like eagles; they will run and not grow weary, they will walk and not be faint.’ Isaiah 40:31</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The powerful biblical image of eagles soaring is thoroughly understood by pupils and adults. It resonates with all and is supported by the carefully selected values.</li> <li>• Leaders have used a clear and compelling vision for a hypothetical child who embodies the vision to develop a balanced curriculum. Careful review has led to changes to the curriculum to ensure that pupils flourish and meet these expectations.</li> <li>• Collective worship is carefully planned and thoughtfully presented. These invite the contributions of all and provide opportunities for pupils and adults to consider the teachings of the Bible.</li> <li>• There is a strong focus on selected Christian values which help to make the vision come alive. As a result pupils and adults build strong and appropriate relationships. Parents, pupils, and staff recognise this strength of the school and the positive impact this has on all elements of life in school community.</li> <li>• Religious education (RE) is carefully monitored. As a result, the curriculum and approaches to teaching have changed radically since the start of this academic year. This means that pupils are now developing a more connected knowledge of a range of religions and worldviews.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Ensure all staff are enabled to confidently teach the revised RE curriculum. So that it inspires curiosity, knowledge and understanding of world religions and worldviews.</li> <li>• Develop a secure and shared understanding of spirituality. This is so opportunities for spiritual growth are grasped in lessons and beyond.</li> <li>• Ensure leaders including governors monitor and evaluate of the impact of the vision. So that this analysis regularly informs strategic decision making.</li> </ul>	
Inspection findings	
Over a period of years leaders have developed an ambitious vision for all at Hilperton Church of	



England Primary School. It is based on a section of the Bible from the book of Isaiah and the strong image of adults and pupils 'soaring on wings like eagles'. This picture of wings and the link to ambition goes thorough all areas of the life of the school. Right from the start of their time at Hilperton, pupils understand that the school is focussed on helping them 'fly high'. Children and adults have created hand-painted feathers which form the large wings display in the hall. As a result, the vision is a part of the daily experience of every pupil and adult. The school has chosen core Christian values of hope, courage, honesty and kindness. These run through every element of the life of the school from the behaviour policy to curriculum design. Pupils nominate each other for awards for showing the values in action. Consequently, these values support the vision to become reality. At present although leaders including governors, regularly ask questions about the vision, there is little strategic review of its impact.

As a result of the vision, supported by the values, leaders have developed an innovative approach to curriculum design. Hope is a hypothetical child. Staff have used her to craft a curriculum designed to meet the aims of the vision. There is a strong emphasis on stories 'that give flight' and as a result, pupils and adults talk with interest about books that inspire them. Leaders monitor the impact of the curriculum over time. Recent reviews have led to changes. These are already starting to have impact on the way that pupils flourish in their learning of key areas of the curriculum. 'Feathers of splendour' are used by leaders and teachers to make sure that all pupils have opportunities to explore creativity. This can be both within lessons and in wider curriculum activities. For example, the school takes part in an annual dance show for schools across the area. For the first time this year, contributors are learning the new skill of tap. This means that pupils from diverse backgrounds can show courage as they learn a new skill and perform.

Collective worship is carefully planned and thoughtfully presented. Whole school worships are based on the Anglican tradition with the use of responses that all are invited to join in with. Frequent visits from the local parish clergy enhance worship. Pupils delight in the stories from the Bible, especially those dramatized by the regular visits from the local 'Open the Book' group. Recent changes to the organization of collective worship mean that it starts the week for the whole school. This sets the focus of the week and supports the development of community. As one member of staff rightly commented 'it's like a warm hug to start your week'. Class worships now build on the themes and ideas introduced on a Monday. These encourage reflection and discussions. Adults too benefit from the chance to pause and reflect during a busy day at school. At present there is not a shared understanding of spirituality. This means that there are limited opportunities for pupils to reflect on some of the big questions in all curriculum subjects. It also means that not all pupils know how to engage with the beautiful reflection areas in each classroom.

The development of 'wings of kindness' is key to the way in which the vision is lived out within the school. This starts with a warm welcome for each pupil and family on the gate in the morning. Leaders have chosen over time to promote kindness as the central value to support the understanding of the vision. This has created a culture in which adults and pupils feel confident to share their 'whole' selves. Staff demonstrates this kindness to each other through the welfare box and 'in case you forgot your lunch' supplies. The 'tea list' has also been developed to encourage conversations and kindness in the professional life of the school. In the same way, pupils can refer themselves to 'time to talk' conversations with a trusted adult. As a result of these approaches, strategies for good mental health are built into the everyday life of the school.

Positive relationships are a hallmark of the school. Pupils are rightly proud of the caring community in which pupils of all ages play together in social time. The culture of justice is evident in all school policies. Equity is not only explained but expected. Teachers skilfully adapt their work to meets the needs of those with special educational needs and or disabilities (SEND). The highly active school council meets fortnightly and takes actions to make changes in school. The recent introduction of 'staff member of the week' to align with 'pupil of the week' was led by pupils who wanted equity for staff. The pupils vote to select the charities their fundraising will support, but only after careful research. This means that pupils learn to evaluate the potential impact of their charitable work.

RE has a high priority within the school. Pupils value the safe space in which to share their ideas and



learn about a range of faiths and world views. ‘Sky high thinking’ is another way in which leaders have developed the vision as a living reality in the school. This is particularly clear in the way that older pupils discuss religious and non-religious world views. The curriculum is carefully planned by leaders who have strong subject knowledge. Their involvement in both area and diocesan networks and training has led to effective monitoring. As a result, successful changes have been made to the implementation of the well-balanced curriculum. Staff receive regular training to support their work. However, there have been significant staffing changes over the past few years. This means that some staff are not as confident in the delivery of some elements of the new curriculum.

Pupils and adults flourish at Hilperston Church of England Primary School because of the keen focus of all to ‘soar on wings like eagles’.

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

Information			
Inspection date	15 January 2024	URN	126328
VC/VA/Academy	Voluntary controlled	Pupils on roll	142
Diocese	Salisbury		
MAT/Federation			
Headteacher	Anna Edmund		
Chair	Caroline Truss		
Inspector	Elizabeth Jeanes	No.	981