

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harpole Primary School	
Address	Larkhall Lane, Harpole, Northampton, NN7 4DP
School vision	
<p>"Prepared for life - in all its fullness" John 10:10</p> <p>Our aspiration is for all pupils to leave Harpole Primary School with a love of learning and the academic and personal skills that will enable future success.</p> <p>They will be resourceful, independent thinkers with the resilience and confidence to adapt to change and rise to challenges. They will excel in communication in its many forms.</p> <p>Through the exploring of Christian teachings pupils will reflect upon their own spirituality and have the confidence to live by these values.</p> <p>As members of the school, local and wider communities, Harpole pupils will know that they belong, understand their responsibilities, and be prepared for life.</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision is woven into everyday life. Leaders are passionate that all within the school community should experience 'life in all its fullness'. • The school is a nurturing and caring community where every child is accepted. Pupils who have special educational needs and/or disabilities (SEND) are enabled to succeed. The school's holistic approach ensures that the whole child matters and every child matters. • Pupil voice and leadership opportunities have a positive effect on school life. Pupils are encouraged to take on responsibilities and to become advocates for positive change. • Religious education (RE) is a strength. The curriculum is well-structured and prepares pupils for life in the 21st century. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that monitoring and evaluation of all governors draws directly on the school's Christian vision. This is so that the impact of the vision drives all of their decisions and actions. • Sharpen the school's shared understanding of spirituality across the curriculum. This is so that pupils and adults are better able to talk about their own spiritual development. • Increase the involvement of pupils in planning and evaluating collective worship to enhance the school's approach to spirituality. 	
Inspection findings	
<p>Harpole's Christian vision, "Prepared for life - in all its fullness" is woven into the daily life of the school. It is expressed through values that are faithful to the school's Christian foundation. Pupils and adults are proud to belong to this school and the vision drives improvements. This is evident in</p>	

the enrichment of provision which meets both pupils' and the community's diverse needs. The vision is underpinned by values of respect, responsibility, courage, compassion, perseverance and forgiveness. Pupils know them well and live them out in their attitudes and behaviour. They explain the impact of being kind, taking on challenges and showing respect. Harpole is led by committed school leaders who are active in their pursuit to encourage pupils and staff to flourish.

The school is supported by a committed governing body. They talk practically about the school's vision and the impact that it has. Governors emphasise the nurturing and inclusive ethos that this creates. However, monitoring policy and practice does not always lead governors to explicitly evaluate the vision's effectiveness. The school engages well with the Diocese of Peterborough. School leaders value the professional development, support and challenge that this partnership offers to adults and pupils.

Leaders ensure that the Christian vision shapes the curriculum and extracurricular activities. It is planned around learning experiences for all pupils where they are given opportunities to develop their strengths and talents. The curriculum is enhanced by regular visits and visitors to inspire pupils and broaden their horizons and to be "Prepared for life."

Leaders work tirelessly to ensure the holistic development of each pupil. This includes their spiritual development. Leaders are beginning to embed a shared approach to developing spirituality across the school. However, this is in the early stages of development. There are opportunities to engage in prayer and reflection throughout each day. This includes across the curriculum and during worship. For example, pupils share their thinking about the beliefs of others during RE lessons. They create "I wonder..." sticky notes to discuss in worship that capture the Big Questions that interest and intrigue them. The school recently installed a dedicated space for nurture and wellbeing, allowing opportunities for pupils to be still and reflective.

Collective worship is a focal point in the day where all are invited and included. Pupils talk knowledgeably about how, through worship, they learn more about the Christian values. They know a variety of Bible stories and can draw learning points from them that they relate to their own lives. The pupil leadership team enjoys their involvement in choosing songs to reflect a theme and acting out stories. Currently, pupil leaders do not support in planning for spiritual opportunities within collective worship. A highlight of the week for the whole school community is the Friday celebration worship that recognises pupils' efforts and achievements. These awards capture and celebrate the outworking of their Christian values. Parents speak very positively about the impact this has on pupils' self-esteem and confidence.

Reflecting the school's vision, the nurture of all pupils, is central to the school's practice. Staff are proactive in identifying needs and tailoring support to individuals. The school works with external agencies to support the welfare of staff and pupils. Careful monitoring of pupils' mental health and wellbeing has enabled the staff to respond promptly to their anxieties. Therapeutic approaches are offered to support pupils facing personal challenges and to build resilience. Leaders have invested in training a mental health first aider and developed outdoor learning activities for all pupils. These bold decisions enhance the curriculum and support wellbeing across the whole school. An effective restorative approach to behaviour helps pupils to learn from their mistakes. Pupils understand the importance of forgiveness and starting afresh. Staff value being part of a supportive team. They feel valued and listened to. They give practical illustrations of when steps have been taken to consider work-life balance and wellbeing. As a result, the school's vision and values are lived out explicitly in this respectful and safe environment.

There are many opportunities for pupils to take responsibility and lead through work on the various leadership teams. They take genuine pride in the work they do and feel empowered by the "Pupil

Power” programme. Pupils share that they enjoy these opportunities because they know that they are helping to shape and make positive changes. They also understand the need for social justice and equality. Through their support of local and global charities, pupils are given the opportunity to see beyond themselves. They have engaged in local and national campaigns. These have included litter picking, developing the school’s green outdoor space and raising money for various charities. Pupils confidently share examples where they have taken action to make real and meaningful change beyond their own lives. They have raised the awareness of the plight of refugees and provided humanitarian relief. This demonstrates a desire to help others, and enable change in the world around them.

Pupils flourish in RE as it is well led. RE is taught in a lively and engaging way. A range of religions and worldviews are effectively explored in depth. Big questions stimulate thinking and discussion within lessons. Pupils acknowledge that RE enables them to have a better understanding of each other. They take pride in the art and creative activities undertaken. The RE leader ensures that curriculum planning is effective and supports progression across the school. RE teaching is given high value and high priority. The RE leader is proactive in seeking, attending and sharing appropriate training from the local diocese. This allows teachers to stay up to date with new ideas and teaching strategies. Pupils demonstrate good subject knowledge and this enables them to be prepared for the modern world in which they live.

The inspection findings indicate that Harpole Primary school is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	17 January 2024	URN	121976
VC/VA/Academy	Voluntary controlled	Pupils on roll	182
Diocese	Peterborough		
MAT/Federation			
Headteacher	Mr Duncan Thorpe		
Chair	Mrs Jennie Higson		
Inspector	Rachael Hutchinson	No.	2235