

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

<b>Hockering Church of England Primary Academy</b>	
Address	The Street, Hockering, East Dereham, NR20 3HN
School vision	
<p>Our vision is based on the parable of the Lost sheep – Jesus loves everyone and no one is left behind. 1 Corinthians 16:14 ‘Let all that you do be done in love’</p> <p>Nurture creative, resilient, confident, independent learners who are curious about the world around them.</p> <p>Nourish learners by providing exciting, inclusive, challenging, spiritually enriching opportunities within a safe learning environment.</p> <p>Enable learners to flourish into aspirational, courageous, advocates for change in a local and global context.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders actively demonstrate a robust understanding of what it means to be a Church school. Care and compassion underpin the vision that drives their actions.</li> <li>• Effective partnerships across the federation and trust have a positive impact on the school’s Christian vision. This strengthens and extends provision. As a result, staff expertise is enhanced.</li> <li>• The impact of the vision means that there is an inclusive culture. Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable thrive here. Every child is supported to flourish.</li> <li>• Collective worship is valued by adults and pupils. It is a coming together of the school community and as such positively impacts school life. It is supported by effective partnerships with the local church.</li> <li>• Enquiry driven religious education (RE) engages pupils. The subject's effectiveness is greatly enhanced by the access to high quality professional development.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Develop further the language for expressing spirituality across the school. This is to enable pupils to explore the spiritual aspects of their learning in a range of curriculum areas.</li> <li>• Extend pupil opportunities for positive social action. This is to ensure that they have the chance to engage in worthwhile causes that are meaningful to them.</li> <li>• Further enhance the provision of collective worship by training and equipping leaders. This is to strengthen the impact it is having on pupils' lives and their spiritual development.</li> </ul>	
Inspection findings	
<p>The vision statement ‘Let all that you do be done in love,’ is linked with the parable of the lost sheep. This provides a focus for the academy that drives actions to make sure that every pupil is cherished.</p>	



Leaders understand, articulate and model the vision. Consequently, pupils are known and cared for. The values of nurture, nourish and flourish underpin school culture at every level. This results in an environment in which the unique nature of each child is tended to so that they can thrive. The school's strategic direction develops staff and builds partnerships. This further strengthens the provision and opportunity for each child. Support and collaboration across the Diocese of Norwich Education and Academies Trust (DNEAT) and the Eden federation are central to this. Governors have a very clear understanding of their role. They provide robust evaluation of the consistency of the academy's Christian foundation through various activities. The monitoring of the ethos committee has resulted in a thorough understanding of the provision.

The curriculum offered reflects the academy's vision. Being part of the trust and federation enhances its strength. This is through support, access to expertise, training and collaborative activities. Pupils engage in many varied learning opportunities. These include singing at the O2, taking part in the Maths Challenge, djembe drumming, learning the ukulele and swimming lessons. These activities enrich pupil experience. Staff work hard to meet the needs of each child. This is achieved through targeted support and small group learning. Spaces are adapted and utilised well to provide focused teaching areas for smaller groups. This supports their academic development. There is an inclusive culture of equality. This is because of an effective determination to realise the vision, making sure that every child has the best provision. SEND is a priority. Parents champion the provision for their children acknowledging the care, compassion and nurture offered. As a result of this pupils are confident, active and engaged in their learning.

Collective worship reflects the academy's foundation as a Church school. Daily acts are an important time for pupils and staff to come together as a community. This positively impacts spiritual development and fosters a sense of belonging. Pupils consider the world around them with awe and wonder. However, a shared language of spirituality is not widely used across the school. The structure and format of daily worship include a variety of storytelling, bible stories, prayer, reflection and singing. This has a positive impact on pupil experience. Worship is successfully enhanced by partnerships with the local church. The academy has good links with the clergy who enrich the provision. Materials for the delivery of collective worship are shared and developed across the federation. This effective planning means that the experience of worship is varied and promotes pupils' spiritual flourishing. However, staff training in delivering collective worship is underdeveloped. Pupil engagement and enjoyment in singing is evident in worship and at celebration services. Reflective spaces in classrooms successfully further opportunities for stillness and prayer.

The vision is lived out in the provision for the academic, social and emotional needs of the pupils. The school community is an inclusive one where all are valued, feel safe and respected. Children who are vulnerable and those with SEND flourish. Wellbeing is a priority as a result of the vision and values. The parable of the Lost Sheep not only drives the academic focus but also the pastoral support offered. Pupils are celebrated as individuals and complimenting each other is part of everyday practice. This creates a culture of care and compassion as they recognise the talents and achievements of all. Strong partnerships across the federation and trust prioritise the development of staff. The collaborative nature of the Eden federation has enhanced teacher expertise. This has benefited their professional development. Teachers across the federation work together to effectively plan and support each other. As a result, workload is shared and this has a positive impact on wellbeing while strengthening provision. Ambassador groups within the DNEAT trust further develops staff expertise.

Justice and responsibility are evident in the school culture and learning focus. Personal, social, health and economic (PSHE) education addresses matters of difference and diversity. This effectively includes challenging stereotypes, prejudice and discrimination. Additionally,

responsibility towards others is evident in learning experiences. Justice is further addressed through enrichment activities. The visit to the 'Toll House Museum' examined the idea of crime and punishment. Justice and responsibility are highlighted in the activity of the pupils on the 'Green Team'. This group are pupil representatives who have been instrumental in making environmental decisions for the benefit of the community. This includes working effectively with outside agencies including 'Anglian Water' to monitor and preserve this precious resource in school. Pupils' eco-friendly activities include working with other agencies to develop the pond area. Consequently, they recognise their responsibility to take action and care for the environment.

Leaders and governors have ensured that the provision and profile of RE is effective. It is well-sequenced and taught through an enquiry approach. The curriculum is broad and balanced. It builds subject knowledge and understanding year on year. Diocesan training is also accessed and enhances expertise. The RE ambassadors group has been a valuable hub, providing regular support and continuing professional development for leaders. Floor books are used for pupils to collate their thinking and discussion. These provide strong evidence of how the curriculum is relevant and engaging. These books have become an effective tool for pupils to reflect on their learning. However, opportunities to understand Christianity as a Global faith could be further explored.

RE lessons are engaging. This is a result of effective professional development, monitoring and teacher support. Pupils explore and examine ideas by asking big questions. They critically engage with a range of religions and worldviews. Learning opportunities include the study of other cultures and beliefs. In RE pupils make progress in their learning, although their understanding of key terms and concepts is not always clear. Regular use is made of assessment to effectively track pupil progress and identify gaps in learning.

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

Information			
Inspection date	7 March 2024	URN	142589
VC/VA/Academy	Academy	Pupils on roll	35
Diocese	Norwich		
MAT/Federation	The Diocese of Norwich Education and Academies Trust		
Executive Headteacher	Rebecca Newman		
Chair	Rev Andrew Whitehead		
Inspector	Claire Gibson	No.	2227