



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hapton Church of England Voluntary Aided Primary School

The Street, Hapton,
Norwich, Norfolk
NR15 1AD

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 24 November 2015

Date of last inspection: 13 September 2010

School's unique reference number: 121040

Headteacher: Louise Norgate

Inspector's name and number: Marion Betts 220

School context

Hapton is a very small school of 32 pupils aged 4 to 11 years, taught in two mixed age classes. The school serves the village and surrounding areas. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs or learning difficulties is significantly above the national average. The church is near the school. Since November 2014 the school has been federated with two other church schools under a shared executive headteacher and governing body. A teacher was appointed deputy in September 2014 and the other teacher is a newly qualified teacher appointed three months ago.

The distinctiveness and effectiveness of Hapton as a Church of England school are good

- Christian values are known well and understood by all pupils who strive to live by them and this has an affirmative effect on their personal, spiritual, moral and social development.
- A strong emphasis is placed on the care, respect and support for each other which positively impacts on the well-being of all.
- The leadership of the headteacher, deputy and governors is very effective in promoting the Christian vision of the school which ensures its distinctiveness is the basis of the school's policies and practices.
- Religious Education (RE) is effectively planned with an enquiry based curriculum and delivered creatively which ensures pupils are engaged in the learning and develop their communicating and debating skills.

Areas to improve

- Provide more opportunities for pupils to learn about diverse cultures and communities so that their cultural development is promoted and enhanced.

- Embed the developing RE assessment procedures using the enhanced key performance indicators so that the progress of the less able pupils can be more clearly tracked.
- Embed within the monthly collective worship at church the use of the newly devised school's Anglican liturgy which includes Christian beliefs about the three persons of the Trinity in age appropriate language, so enhancing the pupils' theological knowledge and learning.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The ethos of school life is built around Christian values which are taught in collective worship and linked to bible stories. This identifies to adults and pupils that they are Christian values. The values are displayed and represented using pupils' appliqué work. Pupils can describe how these values influence their behaviour and actions. For example during the current focus value of generosity centred on giving time to others, pupils relate how they are using their time helping around their home. Raising money recently for Children in Need also demonstrated generosity in action. The value word is embedded within everyday school language exemplified when a young child said the shepherd showed generosity with his time looking for the lost sheep. Staff highlight the current value whenever it is applicable to pupils' learning or behaviour. Parents are made aware of the current value through the federation newsletter and are encouraged to discuss this with their child, for example by finding book characters who display generosity. Pupils appreciate the care and encouragement they are given to succeed with their learning, as well as the time given by staff to help resolve any personal problems. The school is characterised by praise used effectively to both pupils and adults, supportive help to one another, and achievements recognised and celebrated. These demonstrate the school's Christian context. Pupils take seriously their responsibility of caring for the school's two new guinea pigs and particularly of providing for the pets' non-material needs such as love and friendship. Pupils' spiritual awareness is enhanced well by art activities and a range of extra curricular experiences. These factors all demonstrate that the Christian values promoted in the school support pupils' spiritual, moral and social development well. Pupils' academic achievements are improving with all pupils now making expected progress. Vulnerable pupils also achieve well because they are given appropriate pastoral and academic support. Pupils are interested in learning about other faiths and are given imaginative resources to prompt their investigations. However opportunities to learn about diversity and difference within other cultural communities are at present limited. The discussions following the visit of the Christian Maasai warriors demonstrated the pupils' interest and thirst for more knowledge of cultures beyond their own and their growing awareness of Christianity as a world-wide faith.

The impact of collective worship on the school community is good

Collective worship (CW) is regarded by the whole school community as an important part of each day. Pupils and staff say that this activity affirms a sense of the school's whole community and is the main way the school derives and understands its value system. The bible is used for illustrating the Christian origins of these values. Themes for CW are also planned around the Christian calendar. Pupils are attentive in CW and respectful during the reflection time. All worship has a set pattern of liturgical words and symbols with a hymn linked to the theme. Time is given for pupils to reflect on the personal application of the message to their future actions and attitudes. Pupils learn about God and Jesus but the significance of the Holy Spirit not been explicitly explained. However a set liturgy has begun to be used each month when CW takes place in the church which clearly defines the Christian concepts of the three persons of the trinity in age appropriate language. Through this and the input of the local priest in charge who leads worship, pupils are gaining a good understanding of Anglican traditions and practices. Pupils plan and lead class worship and are involved daily in the organisation of the music, reading the prayer and the setting up of the focus table. They enjoy the inter-active aspects of worship. Pupils are given opportunities to develop their personal spirituality through the CW reflection time and through composing prayers used during class-led worship. Pupils know the Lord's Prayer and are studying what each part could mean to them. CW is thoroughly planned and monitored well by the foundation governors and headteacher. The

deputy evaluates the input by seeking the views of pupils. These evaluations lead to shaping future planning and improvement.

The effectiveness of the religious education is good

Since becoming a voluntary aided school, the profile of religious education (RE) within the school has been raised and is now viewed as an important subject. This is demonstrated by the budget allocated to it; by the increased learning about Christianity; by the displays of RE work around the school, and by the organisation of special RE days such as the recent "Experience Harvest" day. RE teaching is overall good and teachers plan creative tasks to engage the pupils and consolidate the learning. Pupils particularly enjoy when these are linked to practical activities such as literacy, art, craft and drama. RE promotes an enquiry approach to learning and pupils appreciate the opportunities during RE which allow them to express their own ideas and views. This was demonstrated following the story of the lost sheep when pupils were encouraged to give their own opinions of what character qualities applied to the shepherd, and to God and to themselves, explaining reasons for their choices. The older pupils particularly appreciate when the priest in charge leads discussions relating to theological questions. Pupils' debating skills are therefore enhanced resulting in their growing confidence to interact verbally with each other and express clearly their opinions. In these ways RE contributes well to the Christian character of the school and to the pupils' spiritual, moral and social development. The progress of pupils in RE is good and in line with other core subjects. Vulnerable pupils are often given differentiated tasks that ensure learning success and hence they also progress well. RE is planned well by the RE lead teacher. Assessment procedures are being further developed to include smaller steps of success for the less able pupils. RE is monitored by the headteacher and this leads to actions within the whole school improvement plan.

The effectiveness of the leadership and management of the school as a church school is good

The executive headteacher, in partnership with the governors and deputy, articulates a clear Christian vision for the school which is explicitly communicated to pupils, staff and parents and promotes pupils' achievements in both academic and personal aspects of their lives. All staff are fully supportive of this vision and feel valued by the praise they receive from the leadership. The school is now able to access expertise and resources across the federation resulting in more qualified leadership in both RE and CW. This has raised the profiles of both these aspects within the school. Hapton's deputy as special needs co-ordinator across the three schools has shared her expertise and become more familiar with different church school approaches and practices so enhancing her leadership role in her own school. Governors undertake regular monitoring activities and suggest improvements. These are reported back to the church effectiveness committee to become part of the federation action plans. The foundation governors, RE lead and headteacher have all undertaken diocesan training for their roles and ensure RE & CW meet the statutory requirements. The school has good links with the diocese and were appreciative of diocesan support and advice during the changes in the school's status. The previous governing body of Hapton strategically planned to only consider partnership with other church schools to ensure the distinctiveness remained. The school has made good progress with the development issues from the last church school inspection. There is a positive partnership with parents who appreciate the school's family atmosphere, the approachability of staff, and the help they receive with any difficulties. The school has a close association with the church and use the building as an extra resource for RE learning and for monthly CW. Another member of the church congregation liaises with the parochial church council (PCC) which receives and discusses the regular federation newsletter. The school uses the church owned building for its hall.

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