

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

<b>Hampton Lucy Church of England Voluntary Controlled Primary School</b>	Church Street Hampton Lucy CV35 8BE
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese/Methodist District</b>	<b>Coventry</b>
Previous SIAMS inspection grade:	Outstanding
Local authority/date of academy conversion	Warwickshire
Date of inspection	29 <sup>th</sup> September 2016
Date of last inspection	November 2011
School's unique reference number	125635
Headteacher	Margaret Lunnon
Inspector's name and number	Rosemary Privett 321

### School context

Hampton Lucy is a smaller than average rural primary school, located in a village close to Stratford upon Avon. Its nursery provision is integrated with the Reception class. The 91 pupils on roll are drawn from the village and neighbouring parishes and are mainly from a White British background. The percentage of pupils with special educational needs and disability is above average. A new assistant headteacher has been appointed since the last inspection. The headteacher is released one day a week to undertake a chaplaincy role with schools within the diocesan multi academy trust.

### The distinctiveness and effectiveness of Hampton Lucy as a Church of England school are outstanding.

- Strong and inspirational leadership results in Christian values and principles being deeply embedded across all its work.
- High quality, compassionate relationships are underpinned by equality and respect.
- High quality pastoral care provided by the school within a Christian framework supports all pupils to make good progress.
- Prayer Club supports and greatly enriches the prayer life of pupils.

### Areas to improve

- Increase the occasions when pupils encounter the vocabulary and symbolism of The Trinity in worship to develop understanding of this key Christian concept.
- Develop ways to showcase the quality learning experiences offered in religious education [RE], so that their impact on pupils can be shared more effectively.

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

Distinctive Christian values including respect, peace, friendship and trust, are deeply embedded in the life of this fully inclusive school. The ethos statement states that every member of the school community is seen as 'equal in the eyes of God'. As a result, a strong sense of equality shines out in the life of the school, with staff expressing a sense of shared endeavour in everything they undertake. This is strongly evident in the Christian love and care extended to all children. It makes a very positive impact on their academic and personal development. This means that pupils are working at nationally expected levels with some exceeding these. It also results in a strongly shared view of the school as a family, 'living out the love of Jesus.' This enables Hampton Lucy to provide a learning environment that is highly inclusive and supports pupils to succeed. One parent said, 'The school is like another family surrounding my family'. The buddy system also helps to develop the feeling of 'family'. Year 6 pupils live out the values of compassion and love when supporting the new entrants in the Reception class. Very carefully planned provision makes a significant contribution to the progress and wellbeing of vulnerable members of the school community. A good example is the Butterfly Room, a dedicated space for regular nurture group sessions. These sessions support the well-being of pupils and are a demonstration of the values of peace, trust and respect in action. The good progress seen in both the academic achievement and behaviour of vulnerable pupils is a testimony to the high quality of teaching, pastoral care and Christ-like compassion and care given to all. Strong and trusting relationships with families are built up over time. These are key to the very effective support mechanisms for those with poor attendance or those at risk of exclusion. As a result, attendance is very good and exclusions are rare.

Since the last inspection the school has successfully implemented new spiritual, moral, social and cultural guidance (SMSC). This leads to clear identification of quality learning experiences across the school curriculum that strongly support pupils' spiritual development. Activities such as participation in the Youth SACRE (Standing Council for Religious Education) debate, enable pupils to engage with big questions such, as 'Does God exist?' A strong thread of reflection runs through all age groups and many areas of the curriculum. A good example is the way in which spaces and displays around the school support prayer and reflection. Pupils are eager to weave prayers into banners and place prayer requests on a prayer board. Work in the school garden enables pupils to reflect on God's creation and their stewardship of it. Class reflection areas are used effectively as a focus for class worship. They also help pupils to be outward looking and develop an understanding of aspects of the world's diversity. Visual prompts encourage pupils to reflect on the school's values in action and consider their roles as global citizens. RE is well planned. Discussions with staff, pupils and governors provide strong evidence that RE is effectively delivered through interactive and creative learning activities. Creative cross-curricular links are used very effectively to help pupils make connections between RE and other subjects. As a result, it engages and challenges them. Learning is greatly enhanced through a well-planned programme of visits to places of worship. These support pupils' spiritual, moral and cultural development and are memorable to pupils. As a result, they understand the importance of respecting other religions. RE is a driver for whole school curriculum activities based around major events in the Christian year, such as Holy Week and Christmas. This greatly enhances the Christian character of the school. The richness of provision and its impact on pupils is not always evident, however, when looking at pupils RE books.

## **The impact of collective worship on the school community is outstanding**

High quality and inclusive worship has a place of central importance in the daily life of the school. It is a tangible expression of its family ethos. Staff and pupils of all backgrounds are happy to be involved because they recognise the impact it makes on their personal lives. Collective worship is seen as a 'gathering together of the school community', underpinned by a 'deep sense of joy'. Staff and pupils alike, value the time for reflection and the sense of stillness that it brings to the start of each day. The centrality of singing together and shared actions such as the sharing of Christ's peace, create a strong sense of unity. The coordinator plans worship carefully. Themes are relevant and pupils experience a variety of leaders and settings. Worship is a driver for the school's values because themes are planned around them and followed up in the classroom. This enables pupils to make links between the values and their biblical roots. Themes encourage reflection, particularly among the children leading to an active engagement with moral and social issues in the wider world. In this way it strongly supports their spiritual development. Older pupils confidently plan and lead worship each Wednesday, taking their role as leaders very seriously. They confidently articulate the importance of carrying out actions, such as the lighting of the candle, with reverence. Their regular leadership of worship means that they have a sound understanding of its central features. Pupils are confident to take their understanding and knowledge of worship into the services they lead in church.

Pupils particularly enjoy the weekly class-based worship. This provides time for them to engage and reflect on issues in the wider world.

Worship has a strong emphasis on the major festivals of the church year so pupils understand their significance and colours. Stories from the Bible and the life and teachings of Jesus also feature prominently. Hymns and worship songs are often chosen to help pupils learn about The Trinity. However, the use of vocabulary and symbols associated with this concept in other aspects of worship is limited. Because of this, pupils struggle to explain its significance. Major Christian festivals are celebrated in the church and are well attended. Parents comment on their importance in the life of the school. The vicar supports the worshipping life of the school and is a welcome visitor. A strong thread of prayer runs through the life of the school. It holds a place of great significance, both in the act of worship and at other times in the school day. The weekly prayer club is a particularly important feature and is greatly valued by pupils and adults alike. It is as a time when pupils pray on behalf of one another and share with God what is on their hearts. A Year 6 pupil said, 'It's a time when we take each other's needs on board and God will hear us'. Another pupil said, 'It's a time when we can just let go. We don't even have to say anything!' The impact of worship is regularly monitored and evaluated by the coordinator, as well as by foundation governors. Pupils play an important part in this process. They regularly share their views and opinions of worship through reflection books. The increased ownership they have of worship is a direct result of their views being taken seriously.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The strong and insightful leadership of the headteacher ensures that this school promotes a distinctive vision rooted in Christian values. Through its loving family ethos, pupils' wellbeing, spiritual moral, social and cultural development and high academic achievement are strongly promoted. Expectations for the best possible education and wellbeing for all, within a Christian environment, are passionately expressed. This means that the school has continued to move forward since the last inspection. Christian values strongly underpin the support given to families in challenging situations, creating a loving and caring community. Parents greatly value the school's open door policy. One parent said of the headteacher, 'She is there if you want to laugh or cry. Her vision for the school is why we are here!' The headteacher and her senior staff know the school's strengths as a church school and have effective strategies in place to check on its effectiveness. Their careful monitoring and evaluation informs the planning of future developments. Through her involvement with the diocesan school leadership course, the headteacher is strongly committed to the development of church school leaders. This commitment is seen in the careful and strategic planning for succession undertaken within the school. This means new senior leaders are very well supported to become the church school leaders of the future. In response to an area for development in the last inspection, foundation governors have strengthened their role in developing the school, as a church school. A very good example of this, is the way the mission statement was reviewed to better reflect the essence of the school. Through regular monitoring visits and discussions with pupils and senior leaders, governors know their school well. Evidence from their monitoring visits is now shared at governing body meetings and informs the planning of future priorities. Information about the school's distinctive character is shared with parents through regular governor newsletters. This enables their vision to be shared more effectively. Pupils are also nurtured as leaders. They are making strong and meaningful contributions to the school through their work on the school council and their role in leading collective worship. They also give presentations on aspects of the school's Christian character to governors. As a result of strong leadership, acts of collective worship are seen as examples of 'God at work in this place.' Because of the small size of the school, RE is coordinated collectively. This is effective, because it facilitates sharing of good practice and the direct involvement of staff in discussing and planning new initiatives. This means that the subject has a high profile. Strong links with the Hampton Lucy Trust, provides funding for additional resources. The school garden is a good example of how this funding has enriched opportunities for reflection in the school environment. There are strong partnerships with the parish church and its clergy. The chaplaincy role undertaken by the vicar is greatly valued. It results in strong pastoral links between the church and school families. The school's regular services in church and their involvement in the monthly Family Service are powerful ways in which their Christian values are shared more widely.

SIAMS report September 2016, Hampton Lucy Church of England Voluntary Controlled Primary School CB35 8BE