

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broad Hinton Church of England Voluntary Controlled Primary School	
Broad Hinton Swindon SN4 9PQ	
Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	9 March 2017
Date of last inspection	24 February 2012
Type of school and unique reference number	126305
Headteacher	Elizabeth Floyd
Inspector's name and number	Marcia Headon 761

School context

Broad Hinton is a smaller than average size primary school with 101 pupils on roll. It serves the immediate community and surrounding rural areas. There are four mixed age classes. The vast majority of pupils are of White British heritage. The proportion of pupils for whom there is extra funding due to social disadvantage is below national averages. Overall the school has below the average percentage of pupils with special educational needs but there are huge variations between year groups. It admits more than the average number of pupils at times other than the start of the year.

The distinctiveness and effectiveness of Broad Hinton as a Church of England school are outstanding

- Very strong Christian values are intrinsic to the life of the school and exert a strong positive influence on the pupils' development and well-being.
- The contribution of the rector in providing spiritual and pastoral care to the school is outstanding.
- The headteacher and governors are fully committed to sustaining and developing the Christian foundation and distinctiveness of the school which has improved since the previous inspection.

Areas to improve

- Develop the use of reflective spaces within classrooms so they are used more meaningfully for spiritual reflection across the whole curriculum.
- Involve children in regular evaluation of the impact of collective worship so that they develop a greater understanding of the purpose of worship.
- Extend the opportunities for pupils to write their own prayers and ensure these are used more regularly in school.

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

Three core Christian values of love, care and respect are central to the work of the school and have a huge impact on everyone. Relationships within the school are very strong because of the use of these values to guide their actions and pupils and staff display them in their everyday lives. Pupils know how values are linked to Bible stories and that the values are the principles around which their school community is built. One parent said the impact of values was not only apparent in school, but at home where her child reflected on how she should forgive her brother 'as this was showing Christian love'. Older pupils look after younger pupils, sitting with them in collective worship to support them with their reading of songs and singing. All pupils look after one another on the playground and around school and they show respect to one another and to all adults. As one pupil said, 'if someone makes a mistake it would be highly disrespectful to laugh and not what Jesus would wish'. The values support pupils' learning and the percentage reaching at least the expected standard in reading, writing and mathematics is slightly above national average at Key Stage 2 and Key Stage 1. Parents of pupils with special educational needs are particularly appreciative of the extra care which the school gives to them because of its strong Christian values and the belief that all God's children deserve extra support. Nearly one in four pupils in Year 6 in 2016 needed additional support and because of the school's commitment to its mission, help beyond that which might be expected was provided for these pupils. Pupils have thought deeply about the values and have a mature understanding of them. One reported that they were not always easy to follow but added, 'if life was easy, would we believe in Jesus?' Christian values are integral to the school's policies. For example, the behaviour policy includes a statement about all faiths being treated with love, care and respect which pupils echo very strongly. Their behaviour is outstanding. They show tolerance to those of different faiths and none and have a well-developed understanding of other faiths. The impact of the values is regularly reviewed through parental and pupil questionnaires. These are highly positive. Pupils' spiritual development is of great importance to the school, with many opportunities being given for them to reflect on questions of meaning and faith, and the school has a shared interpretation of spirituality. Pupils are developing a good vocabulary to be able to ask meaningful questions. Younger children were excited about the buds they were seeing appearing in the foliage in the grounds, linking it to the new life of Jesus after Easter. However, although there is a central area which is used for reflection, spaces in the classrooms are not used frequently.

Pupils are very aware of the needs of others and have raised large sums of money for charities. They are well aware of the multi-cultural nature of the Christian church globally and have long established links with a school in Nairobi for which they are raising money for a new water supply. Religious Education (RE) is thoroughly enjoyed by the pupils. The big questions which are posed make a significant contribution to their spiritual development and the values of the school are referenced in RE lessons.

The impact of collective worship on the school community is good

Collective worship is good because it is enjoyed by pupils who see it as a time when the school comes together as a community to hear stories, to sing and share achievements. Evidence of the importance of worship from a recent survey on what pupils would feel like if they did not have collective worship, said that no one would care about one another and friendships would not be as strong. Staff appreciate worship as a time to be still and reflect. Planning for whole school worship by the headteacher is very thorough and focusses upon Christian values as well as major festivals of the church year. Class worship follows up very effectively on these themes. The rector is fully involved and leads whole school worship weekly. Pupils look forward to this with enthusiasm as she always makes it interesting and topical, telling stories from the Bible or from her own experience. The school worships in the local church at Harvest, Christmas, Easter and for its leavers' services. These and the weekly celebration worship are very well attended by parents. Worship follows a set pattern with the lighting of a candle to signify its beginning, the singing of songs, a story, prayers and a time for reflection. Questioning is used to good effect by the headteacher to develop pupils' spirituality. Pupils join in enthusiastically with singing songs which they have usually chosen. They light the candle and say the chosen prayer. They listen attentively and worship is age appropriate. Pupils help to plan and lead services in the church and class worship, but currently do not regularly plan or lead whole school worship. Pupils, including the younger age ones, display an exceptionally well-developed understanding of the Trinity and could explain the importance of the Holy Spirit to Christians. Pupils show some understanding of the nature and purpose of prayer, for example to thank God or to ask for needs and they confidently say the school and Lord's Prayer in worship. However, the use of prayer in the wider life of the school is not as fully developed. Pupils do not write their own prayers for use in school worship except for the festival services in the church and there is no place in school for them to be able to bring their prayers for the support of others. Pupils also were not sure how God could listen to prayers from different people at the same time. Regular evaluation of worship is carried out by the headteacher, staff and rector. Pupils are asked to consider some questions about worship they have attended each term, but there is no regular evaluation by pupils to inform the school of the impact of collective worship.

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

The school's distinctive Christian mission of fostering 'a love of learning for a lifetime of opportunities' is set within the leadership of God and Jesus guiding all decisions. The headteacher and staff all subscribe to the mission. They articulate it strongly and live it out in their everyday work. High levels of stability of the staff reflect how well the community works together. Teachers and leaders see each child as being special, want them to use the Christian values to help them succeed in life and they themselves role model the values. They readily explain how values impact on pupils saying it is not uncommon for a child to say to another who is struggling, 'can I help you with that?' Very thorough and regular self-evaluation and development planning as a church school is integral to its life. Surveys, ongoing discussions and analysis of information which involve all staff help to give a realistic picture of the school. Areas for development are highlighted, monitored and tracked carefully. Religious education and collective worship are regularly included as areas for development in the school improvement plan. There is a strong emphasis upon meeting the needs of learners especially when they are new to the school or have additional problems. The values and school mission statement have been reviewed since the previous inspection. The school has addressed the areas of development from the previous inspection very successfully. The two foundation governors are conscientious and fully committed to the further development of the school as a church school. Minutes from meetings show how the Christian distinctiveness is woven into the work of the governors' committees and is regularly discussed. However, the school website does not fully indicate the church school distinctiveness or the importance of the school values. The rector is very well known in the school and provides unswerving pastoral support as well as being the link governor for RE and collective worship. She helps to monitor the teaching of RE. The exceptional guidance and support of the rector has been a key feature during any difficult times at the school. Links with the local church are highly effective. Regular reports are given to the church on the work of the school and pupils' work is displayed in the church. The church has organised events in the church for the school at Christmas and Pentecost and Ascension. Pupils act as ambassadors at local coffee mornings in the church so that the support is reciprocal. They have also provided funds for the local refugees in the Benefice. The school has benefited from support from the Diocese and the headteacher has attended regular diocesan training as a leader of a church school. Parents are totally supportive of the school and consider that it helps their children academically but also develops their sense of social responsibility and builds their characters based on Christian foundations. The school meets the statutory requirements for RE and collective worship.

SIAMS report March 2017 Broad Hinton CE VC Primary School Broad Hinton Swindon SN49 PQ