



National Society Statutory Inspection of Anglican and Methodist Schools Report

Hindon Church of England Voluntary Aided Primary School

School Lane
Hindon
Salisbury
Wiltshire
SP3 6EA

Current Grade: Good

Previous SIAS grade: Good

Diocese: Salisbury

Local authority: Wiltshire
Dates of inspection: 8th May 2015
Date of last inspection: 18th May 2010
School's unique reference number: 126444

Headteacher: Jackie Gunter

Inspector's name and number: Mrs Lorraine Pugh 819

School context

Hindon Church of England Primary School is a smaller than average size school with 42 pupils currently on roll. It serves its local area of private and social housing. Almost all pupils are of white British heritage. 40% of pupils are on the SEN register. 25% of pupils are entitled to free school meals and pupil premium funding. The school has an on site private nursery not managed by the school's governing body. The children are taught in two mixed aged classes. The headteacher, who was the previous key stage 2 teacher, has been in post since September 2013.

The distinctiveness and effectiveness of Hindon Primary School as a Church of England school are good.

- The school has a clear Christian vision that is well articulated by all stakeholders connected to the school.
- A caring, inclusive Christian ethos enabling pupils to be confident and well motivated learners.
- The high quality of relationships between staff and pupils in the school.
- Leadership by the headteacher is effective in promoting a Christian community that enables pupils of all ages to have a good understanding of Christian values and the way these can influence their lives.

Areas to improve

- Embed the monitoring and evaluation carried out by leaders in order to create a regular cycle which analyses rigorously the impact of the school's distinctive Christian

character.

- Ensure that school documentation includes explicit information regarding the school's Christian character, including the school's policy for RE.
- The school leadership to work with the local church in developing increased opportunities for regular shared activities both within the school and the church.

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

Excellent pupil behaviour and attitudes reflect high quality relationships based on the school's distinctively Christian values. Christian values of love, kindness and gentleness are deeply embedded into daily school life meeting the needs of all pupils. Pupils explain the importance of friendship saying this is the reason why they get on so well together with few quarrels. One pupil commented, 'Love is the cement that holds the core values together'. As a small two-class school parents say how impressed they are with how the different ages mix, with older pupils willingly supporting younger pupils. One parent said how much her young child missed the older pupils when they attended a recent residential trip. Pupils are enthusiastic about their learning and encouraged to challenge themselves. One pupil commented, 'The teachers are very good at their jobs, I hope this never changes.' Pupils are aware of our multi faith world and very keen to talk about what they are learning, including the similarities and differences of other faiths. The Headteacher's caring leadership is tangible in every aspect of school life and this leadership has resulted in a very supportive and happy staff team. The school ensures that challenging academic work within the classroom is balanced with a rich variety of outdoor activities that strongly contribute to spiritual development. Outside spaces give pupils the freedom for safe adventure such as building dens in the small wooded area. Regular 'wellie walks' and 'forest school' activities allow the pupils to appreciate the beauty of the natural environment resulting in pupils speaking passionately about the need to look after our world. Pupils describe how the 'listening, friendship and thinking' benches are used for quiet, reflective moments. This use of the outside grounds, with spaces and time for reflection, strongly supports pupils' spiritual development. Prayer is embedded into daily life and pupils explain thoughtfully how prayer supports them and those they pray for. Teachers assess the children sensitively and accurately, supporting them according to their individual needs. Progress and attainment are monitored closely and the school has highly effective strategies to support pupils with additional needs. Consequently, pupils reach well above national standards by the time they leave the school at the end of year 6. Attendance is also above national expectations.

The impact of collective worship on the school community is good.

A strong collective worship policy with detailed planning underpins the work of the school. Planning is around the church year with a strong focus on the school's Christian values. Pupils are encouraged to comment informally on each value and these comments show evidence of their understanding. The school acts on the pupils' views and this has resulted in increased pupil involvement in daily organisation, hymn choices and a prayer box. Pupils enjoy the celebration assemblies where a wide range of achievements are acknowledged and celebrated through inclusion in the Golden Book. One parent said how this positively supported her child's improving behaviour – with encouragement rather than harsh discipline. Pupils enjoy having visitors to lead worship and the vicar's regular visits allow them to explore, reflect and discuss beliefs. Pupils visit the church for key services through the year. The school and Church recognise that links need to be strengthened with more shared activities. Pupils are able to refer to numerous Bible stories, explaining their meanings and messages. Pupils have an age appropriate understanding of God as the father, Jesus the son and the role of the Holy Spirit. They use a range of prayers through the day. Pupils are able to explain how they use personal prayer in their lives. Anglican practices form part of collective worship and pupils are able to explain their meanings. For example one pupil explained, 'Jesus is the light of the world which means he shows us how to do things properly'. Pupils are able to explain their reasons

for supporting charities, how this links to their Christian values and why helping each other is a good thing to do. Collective worship monitoring and evaluation is not yet detailed enough to inform future planning.

The effectiveness of the religious education is good.

Standards of Religious Education (RE) are consistently high across all age groups. Work in books shows a good balance between the gaining of knowledge and the pupils' independent ideas. Attitudes to RE are positive and pupils are supported with resources that enhance and enrich the subject. Pupils say that they enjoy RE and this is due to the lessons being planned in a way that engages their interest and enthusiasm. In lessons observed, questioning was differentiated according to the ages and needs of the pupils. There are opportunities for discussion, reflection and the use of Biblical material. A responsive teaching style creates an atmosphere that enables greater understanding, listening and responding sensitively. Pupils are able to voice their ideas and opinions because they realise that what they say will be valued. Learning about other faiths and cultures is taught in a way to encourage and challenge pupils' thinking. The study of other faiths contributes to the pupils making connections between shared values and practices. These skills support pupils' ability to be able to reflect spiritually and morally. For example, an upper key stage two pupil was able to explain why she thought it was wrong and upsetting to people of the Islamic faith to draw images of Allah. The school uses the Wiltshire agreed syllabus for planning and assessment. This supports the marking in RE books, which is of a high quality with teacher comments encouraging further thinking. Although there is evidence that the school's leadership monitor and evaluate RE this is not yet frequent or detailed enough to inform future development.

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

Hindon Primary is a small two- class school and the Headteacher is in her second year of Headship. She was previously the key stage two teacher. In the past two years there has been a significant changeover of staff. The Headteacher has a teaching commitment and as such her leadership role within the school depends on highly supportive partnerships between staff and governors. The team spirit and supportiveness between all teaching staff is evidence of the school living out its Christian values of trust, respect, friendship and caring. Their vision, rooted in distinctively Christian values, contributes to the success of the school where all learners and staff feel valued. The school buildings leave no doubt as to the school's Christian ethos, however, the RE policy is not yet included on the school's website. Assessment and planning of RE is in place but monitoring and evaluation is not yet thorough enough to inform future development. RE is led collaboratively between all teachers. The Headteacher supports the governors in developing their monitoring and evaluation role. RE professional development takes place for all staff due to the RE collaborative leadership and this has given staff increased confidence in their delivery of the RE curriculum. The present vicar does not sit on the governing body, however, the new vicar, who is scheduled to join the community in the next few months, has expressed his interest in being an ex officio governor. A foundation governor plays a key role in leading the Christian ethos of the school. Systems for monitoring and evaluating the school's Christian character are in place but not yet fully embedded into regular leadership practice. The partnership between the school's leadership and its parent community is very strong with parents very complimentary about the nurturing and supportive care given to each individual pupil. They say that the school's Christian work extends beyond the school with their children's behaviour at home. One family has introduced prayer before meals at the request of their child. Another pupil has asked to join the local church choir. The school's Parent association is a thriving presence in the school community. Pupils agree that their school is special and they struggle to think of ways it could be improved