

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hillesley Church of England Primary School			
Address	Kilcot Road, Hillesley, Wotton under Edge, GL12 7RH		
Date of inspection	01/05/19	Status of school	VA primary
Diocese	Gloucester	URN	115716

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

Hillesley is a small primary school with 32 pupils on roll. The majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged has recently increased and is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school has a higher rate of mobility than the national average.

The school's Christian vision

Growing together in learning and life

'May my teaching drop like the rain, my speech condense like the dew, like gentle rain on grass, like showers on new growth' Deuteronomy 32:2

All are inspired to fulfil their aspirations through shared Christian values which include humility, compassion, friendship, hope, humility, forgiveness, generosity, perseverance and courage.

Key findings

- The highly-regarded headteacher and other school leaders have embedded a vision in which every person is thoroughly known and genuinely cared for, enabling all to flourish.
- An exciting and innovative curriculum reflects the vision's strong focus on growth. It meets the needs of all pupils, enabling them to flourish both academically and personally.
- Highly supportive relationships embedded in the school's nurturing Christian vision promote the way the school interacts as a loving family community.
- Issues of inequality and injustice are raised within the curriculum. However, pupils do not feel empowered by their vision to make a tangible difference by engaging in social action projects.

Areas for development

- Raise the profile of global issues of inequality and injustice within the curriculum so that pupils are inspired to act and social action projects embed themselves in the whole life of the school.
- Actively involve pupils in the development of worship by leading on a regular basis so that they take a greater ownership of its impact on the life of the school.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Hillesley's Christian vision, strongly led by the headteacher, is deeply rooted in the school's local community and biblical teaching. It drives the way the school nurtures each individual child, made in God's image, within a highly caring Christian family. The vision is integral to school improvement plans and policies. Collective worship and religious education (RE) are given high priority in development plans and the life of the school. Governors have established a rigorous Church school self-evaluation process which is a key role for the ethos committee. Their decisions are informed by current thinking in Church school education. The school works in close partnership with the diocese and with the local community. For example, the school uses the old chapel hall for weekly celebration worship and many enriching curricular activities to which local villagers are invited.

The school's own creative curriculum is an innovative and vibrant expression of its Christian vision through which are woven its Christian values. Pupils understand that growth is central to the vision's biblical roots including their chosen parable of the sower. As a result, pupils are inspired to grow together as a close community. The vision has a transformational effect on pupils, particularly those who have additional learning needs. Extra-curricular and playtime activities are fully engaging and enhance pupils' very positive experiences of school life. The curriculum is enhanced by a wealth of visitors and visits. This includes an African workshop, Indian dance, a Christian singer and visits to the Houses of Parliament and a synagogue. As a result, pupils are deepening their understanding of life beyond the village including other cultures and faiths. Opportunities to promote diversity and difference within the curriculum are very effective in developing pupils' open, accepting attitudes. There is a shared understanding of spirituality which enables pupils to make the most of opportunities across the curriculum. Attainment and progress for pupils are in line with and above national averages ensuring that all flourish. Innovative strategies enable vulnerable pupils, who might have had adverse experiences at previous settings, to succeed at Hillesley.

The school's values of hope, perseverance and courage reflect its aspirational vision. They are identified in the school's 'Lifting Our Learning, Bossin' It' initiative which successfully promotes positive learning behaviours. Weekly celebration worship underpins achievement and inspires pupils to be the 'best they can be' within a Christian context. Pupils have many opportunities to act in leadership roles, such as those provided by membership of the worship team, house captains or school council. This ensures that decision-making is relevant to pupils' lives. The curriculum provides opportunities for pupils to identify issues of disadvantage and deprivation. For instance, during work on Harvest, pupils recognised that food is not shared equitably around the world. Pupils responded by supporting the lives of disadvantaged children in Kenya. However, further opportunities to develop social action projects linked to the school's vision are limited.

The 'together' aspect of the vision creates an exceptionally supportive culture, Staff and pupils feel safe to express their opinions because they will be listened to and valued. All know that their personal well-being is important to leaders. Relationships between pupils are exceptionally supportive. This is because of their humility in recognising the importance of putting others before themselves. Any disagreements are easily resolved in a spirit of forgiveness and reconciliation which leads to friendships that are strong and long lasting. The curriculum provides opportunities within discussions for pupils to disagree well and accept and respect contradictory viewpoints. It also enables pupils to answer the Big Questions about life and gain insights by enquiring deeply about value such as friendship.

Collective worship strongly reflects the 'togetherness' of the school family which is central to its Christian vision. It promotes the school's associated values and Christian teaching which are integral to the life of the school. The story of the disciple Philip and the way he followed Jesus was very well illustrated to demonstrate the impact of Christ's teaching. Times of prayer, stillness and reflection promote spiritual development effectively. Pupils enjoy worship and find it relevant because they actively participate, for example in the singing and drama. They respond positively when given time for reflection and when asked to give feedback on worship. Worship promotes an understanding of some Anglican tradition, such as the Christian festivals celebrated in the local church. Effective teaching in worship and RE has enabled older children to have a good understanding of the Trinity. Planning involves a range of staff, clergy and a governor, who all regularly lead worship. This is an example of the good partnership between the school and church community. The monitoring and evaluation of worship is thorough. Pupils mainly take a supportive role and do not lead worship regularly by themselves.

Religious education is recognised as an important core subject. It reflects the school's vision by engaging pupils in learning about life. The Christian value of forgiveness was well illustrated by the story of Matthew the tax collector. As a result pupils learn about core theological concepts such as salvation. Pupils have very positive attitudes and demonstrate a curiosity and appreciation for the beliefs of other people as well as those of

Christian faith. The curriculum is well balanced with rich learning experiences which cover Christianity and other world religions. The RE subject leader works very well with the diocese, attending training and benefitting from particular support for the school's uniquely personalised curriculum. She has regular opportunities to share new ideas with other schools. Statutory obligations are met and RE is in line with the Church of England Statement of Entitlement.



The effectiveness of RE is Good

Standards in RE are good. Teaching and learning is consistently graded good by school leaders. All pupils, including vulnerable and disadvantaged pupils make good progress against the expectations of the locally agreed syllabus. Pupils are gaining a good understanding of Christianity as a living faith from the well-constructed curriculum. This includes learning about the importance of charity from the work of Christian Aid. Pupils' needs are met by the very effective teaching which both motivates and engages. Assessment strategies are rigorous, providing a clear overview of attainment and progress at an individual and whole school level. This ensures that all pupils including those who are disadvantaged are able to flourish.

Headteacher/Executive principal/Head of school	Jayne Pedley
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