



DRAFT REPORT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hapton Church of England VA Primary School	
Address	The Street, Hapton, NR15 1AD
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Shine as lights in the World. (Philippians 2:15)</p> <p>God values everyone within our community. The values of respect, kindness and encouragement are at the heart of all we do; seeking to help others to know the radiance of goodness and light; and aiming to unlock everyone's potential so that they can shine as lights in our wonderful world.</p>
Key findings
<ul style="list-style-type: none"> • School leaders have embedded a shared Christian vision where all are valued. This is enabling key strategic decisions to be made swiftly. Progress against school actions is rapid. • The Christian vision is lived out in the flourishing of all, especially the vulnerable. A firmly established environment built on safety, dignity and respect is a driving force for school leaders. • Pupils are aware of social injustice and disadvantage, holding clearly expressed views shaped by their school vision. Their actions to address inequality and disadvantage beyond the local are underdeveloped. • Collective Worship is a strength of the school. It is inclusive, invitational and inspirational, enabling all to learn. Pupils enjoy it and value the opportunities to reflect. However, they do not take a significant role in planning, organising or leading worship. • Religious Education has been effectively planned. This has led to a rapid increase in religious literacy for pupils and staff. Progress in learning is discernible, although assessment processes are not fully embedded and consolidated.
Areas for development
<ul style="list-style-type: none"> • Strengthen pupil voice and their understanding of courageous advocacy and social action. This will enable them to make a positive difference beyond charitable fund raising. • Increase pupil involvement and engagement in planning and leading collective worship. This will allow a greater impact on their spiritual growth. • To establish more effective assessment of RE learning which leads to even greater pupil progress and flourishing.



Inspection findings

Hapton Church of England Primary is a friendly, welcoming and inclusive school. The recently revised Christian vision is at the heart of all its actions. This ensures it meets the needs of the school's changing context. Leaders are very clear that all are valued and should shine as light as God intends. This vision and the values of respect, kindness and encouragement, give clear direction on all aspects of school life. As a result all are enabled to flourish. School leaders and the interim board are rigorous in monitoring their work against the vision. They refer to it and it gives meaning to decision making and policy change.


Driven by its vision, the re-designed curriculum ensures that links with knowledge, emotional development and values are clear. Leaders are mindful of the school's small rural locality. They seek to ensure pupils are aware there is a wider world beyond their own environment. The Power of Reading programme highlights key issues such as diversity, sustainability and the future of the planet. This enables pupils to develop their spirituality through asking and thinking about deep questions. These learning experiences contribute towards their progress as courageous advocates. Pupils of all ages study well-known figures, like Rosa Parks and Martin Luther King, who have faced prejudice and inequality. They recognise the strengths and values of these courageous advocates for social justice. Across all areas of learning pupils have opportunities to grapple philosophically with complex issues. They are able to talk about 'why they believe what they believe.' Some pupils are able to express very profound opinions. Learning about the environmental impact humans are having on the world is inspiring them to develop as advocates for change. The outworking of the vision is seen through pupils and families engagement in local and national charitable fund raising. Pupils' independent response to wider global issues is emerging.

Pupils at Hapton live well together and feel safe. The school's Christian vision and values inform their behaviour policy. It allows pupils to reflect on the choices they have made and their impact upon others. It teaches that all make mistakes but can be forgiven. Positive relationships are a feature of the school. Adults and pupils work harmoniously together as they strive to be the best they can be. Staff are strongly encouraged to step out in confidence by the interim board. They are being coached to be effective leaders. Parents speak of the close family feel to the school where pupils are happy and well known to adults. Staff listen well to concerns whilst signposting professional support with other agencies. Some pupils need more encouragement and nurture to develop their sense of self-worth. This assistance enables them to flourish. Time spent with trained staff to support mental health equips pupils with essential tools such as resilience and resourcefulness. The determination that all should achieve their potential has had a positive impact on historically poor attendance. This has resulted in improved progress both in learning and social engagement. Identification of pastoral and parental emotional support has led to leaders creating capacity for a family liaison role. Early help assessment and planning focuses on children and families. The participation of parents in the emotional coaching sessions was particularly successful. They appreciate the Christian ideals the school seeks to uphold. One parent rightly described how learning about perseverance has supported her family through very difficult circumstances. They see these values as permeating day to day activities within and outside the school environment.

Collective worship plays a central role in the daily life of the school. It begins with pupils arriving singing the Gathering song. The Christian vision and associated values, shape worship and engage the whole school community. The pupils consider it to be an important time and enjoy gathering together. They clearly explain how it teaches them to behave well, to respect people and have compassion. Parents appreciate and enjoy attending Friday

worship. Despite the community lacking a vicar at the moment, termly services in church further enhances its value. Worship is invitational, inspirational and inclusive, allowing pupils to take part whatever their religious faith or beliefs. Pupils have opportunities to reflect and evaluate their thoughts in an Our Voices book. Prayer is invitational. It is an opportunity for spiritual growth when the whole community can reflect upon their personal values and beliefs. The importance of prayer is also demonstrated outside of collective worship. Pupils have a dedicated space where they can pause to write their own. These further opportunities for reflection enhance the spirituality of those who choose to use them.

RE is well led. Support with long term planning has been sought from the local Diocesan RE advisor. This advice has included professional development for all teachers to ensure rapid improvement in the subject. Staff are well supported by leaders. This has led to greater confidence. Teachers have access to quality resources. The RE syllabus has moved from acquiring knowledge of a variety of faiths to asking and unpicking what these beliefs do to people's lives. Within the new curriculum there are opportunities to consider how other faiths can help us and what common values they have.

	The effectiveness of RE is		Good
	<p>Pupils enjoy RE . They are able to talk convincingly about a wide range of world religions and world views. They recognise the importance of the subject and appreciate the relevance and value of learning about various people's beliefs. They enjoy looking for the similarities and respectfully accept differences to their own views. The ability to ask hard questions and think deeply is reflected in the pupils developing spirituality. It also impacts on their skill to think for themselves. This includes the vulnerable and those pupils with SEND. School leaders are rapidly developing effective assessment processes for RE. Progress in learning is apparent in workbooks but the new systems are not fully embedded.</p>		
Information			
School	Hapton Church of England VA Primary School	Inspection date	6 July 2023
URN	121040	VC/VA/ Academy	Voluntary aided
Diocese/District	Norwich	Pupils on roll	29
Interim executive headteacher	Rhiannon Price		
	Kay Swann Chair of Interim Executive Board		
Inspector	Teresa Osborne	No.	2130