

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hutton CofE (VC) Primary

Address Church Lane, Hutton, Weston super Mare, United Kingdom, BS24 9SN

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

Excellent

School's vision

'I can do all this through Him who gives me strength.' Philippians 4:13 At Hutton we are educating the citizens of the future. We have high expectations to develop individual talents academically, spiritually and personally. We ensure that everyone is respectful, thoughtful, confident, lifelong learners who show initiative and take responsibility for their actions. Our Christian values permeate all aspects of school life.

Key findings

- The Christian nature of the vision is insufficiently explicit across school practice. It is therefore unclear how it drives and motivates all areas of school life.
- There is evidence of spirituality in school, but this is not embedded in teaching and learning.
- Social action and courageous advocacy are a strength, but children do not necessarily link it with a Christian vision.
- Religious education (RE) is a strength of the school and impacts upon the daily lives of children, developing knowledge and understanding of Christianity as a world faith.
- Collective Worship is excellent and has a strong impact upon the lives of the whole community.

Areas for development

- Embed a shared, distinctive Christian vision to support the school values in driving all aspects of school life.
- Identify opportunities for promoting pupils' spiritual development in all subject areas to maximise the impact of teaching and learning.
- Develop and share a strategic direction for the school as a church 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

This is a welcoming school with a Christian ethos based on care and kindness. Pupils are held at the heart of everything. The vision is lived out daily but the distinctive Christian nature of that vision is not always clear. The school's Christian values drive daily life, actions and decisions. A display naming every pupil on a tree leaf and rooting their growth and flourishing in the school's values, illustrates this. Pupils understand these values and recognise their impact on their behaviour. A pupil said, 'Trust means that I can share a secret with my friend.'

Governors monitor the school through regular contact and involvement in school life which informs future development planning. They visit regularly, monitor worship alongside pupils, fulfil the role of critical friend and participate in school activities such as wassailing and the Jubilee picnic. Leaders value the mental health and wellbeing of pupils and staff. As a result, informed by their visits, they have invested in developing a calm staffroom environment and appointing a mental health lead to support pupils. However, there does not appear to be a shared strategic direction for the school as a church school.

Partnerships are important to the school which is well-supported by the Kaleidoscope Multi-Academy Trust to which it belongs. The school benefits from shared staff training in curriculum areas and the mutual gains of networking between leaders. The school works closely with its parish church and local community. It values the opportunities this brings, such as participation in village events and school visits from the local vicar. She has enhanced the curriculum by teaching topics such as marriage and confirmation. Pupils' worship experience is enhanced by regularly visiting the church for major festivals and hymn singing. The church organist plays hymns each week for collective worship in school and runs the school choir. The school is supported by the diocese through leadership conferences and training.

Inclusion is a strength. Pupils are welcomed into the school, whatever their needs or disabilities, and encouraged equally to develop their individual talents. The curriculum is made accessible to all and all pupils are supported to succeed. Knowledge content of each topic is shared with parents enabling them to be more informed participators in their children's learning. Vulnerable pupils and those with special educational needs or disabilities (SEND) are well-supported with differentiated work and personalised interventions. These range from Talk Boost and Lego therapy, to school dogs who regularly visit to support pupil wellbeing. Post pandemic catch up money is successfully targeted to extend intervention provision and close the learning gap.

The moral, social and cultural development of pupils is a strength of the school. The broad and aspirational curriculum includes exciting opportunities such as Outdoor School and learning to play the French horn. Extra-curricular activities support the school's highly effective, character-building 'Pledge' committing the school to a broad offer of experiences for every child. These include performing on a stage, representing the school and running a mile a day. A strong commitment to the Archbishop of York Scheme, sees pupils raise money to support national charities and fund play equipment in the village. Pupils' voices are heard and they have initiated a range of social actions. Demonstrating the school's vision to educate citizens of the future, pupils are confident advocates for change. A pupil presented their proposal in whole school worship to raise money in school to support another child in hospital. In line with the school vision, pupils take responsibility for the running of their school through a range of Pupil Councils which are being re-introduced post pandemic. They include HAWK (Hutton Awe Wonder and Kindness) who wrote the school prayer and a Health and Safety Council led by the caretaker who helps pupils test fire alarms and run fire drills.

There is some evidence of the development of personal spirituality in school, but it is not embedded in teaching and learning. For example, prayer is important in school, occurring regularly throughout the day with pupils encouraged to write prayers for special occasions. A prayer tree in the Year 6 classroom holds personal prayers and pupils in Year 1 talk about different kinds of prayer. However, pupils make little use of reflection areas in classrooms and the Prayer Garden on the field.

Collective worship is inclusive, invitational and inspiring. All pupils attend and enjoy coming together. One girl said, 'I am a Christian, but not everyone is. It doesn't matter...we are all together.' Singing Christian songs is a strength, and pupils are familiar with liturgy and traditions of the Anglican church. They are able to explain the idea of God as Father, Son and Holy Spirit and the symbolic reference of three candles used in worship.

Pupils participate in the production of worship daily and also prepare and lead celebration worship weekly, awarding certificates and Tribe points for behaviour and achievement.

Collective worship is a central part of school life and changes pupil and adult lives for the better. It inspires social action, encourages prayer and reflection and effectively supports pupil awareness of their place in the world. The village and school are twinned with Dabaso in Kenya providing pupils with the motivation to act and demonstrate compassion for children in another part of God's world. They have raised money to support school development projects in Dabaso and staff have visited Kenya to deepen understanding. Influenced by Kenyan culture, Hutton pupils now belong to one of four tribes named after tribes in Dabaso. The school's chosen Christian values are rotated as themes for collective worship. The current value of Koinonia is supporting pupils to see themselves as part of extended communities at home and internationally.

RE is a strength and expresses the school vision. Taught in a variety of ways, pupils 'love it.' The broad curriculum, introduces pupils to a range of cultures and beliefs alongside Christianity. Big questions such as, 'What makes our world special?' encourage reflection and pupils are keen to talk about their learning. However, pupils have difficulty recalling Bible stories and the teachings of Jesus and the marking of books is variable.

School, church and local community work closely together. The creative and imaginative ways that staff supported pupils, families and each other throughout the pandemic demonstrates this. The closeness of working continues to support post pandemic practice. Putting their Christian vision into action, in response to need, the school provides popular breakfast and after school clubs. Parents say that the school is 'amazing.' It being a church school is important to them and they are delighted with the positive impact it has on their children.

Contextual information about the school

| | | | |
|---|--|-----|--------|
| Date of inspection | 29 June 2022 | URN | 144919 |
| Date of previous inspection | 21 May 2015 | | |
| School status | VC | NOR | 202 |
| Name of Multi Academy Trust or Federation | Kaleidoscope Multi Academy Trust | | |
| Diocese or Methodist Circuit | Bath & Wells | | |
| Headteacher | Lucinda Amos | | |
| Proportion of pupils deemed to be disadvantaged | Below National Average | | |
| Proportion of pupils with special educational needs and/or disabilities | Below National Average | | |
| Additional significant information (if needed) | The school converted to an academy on 1 September 2017. The Executive Headteacher is shared between Hutton CE Primary and Becket Primary School, which is not a church school but of a similar size. | | |
| Inspector's name | Alison Appleyard | No. | 0877 |