



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hutton Church of England (VC) Primary School

Church Lane
Hutton, Weston Super Mare
BS24 9SN

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese:

Local authority: North Somerset
Dates of inspection: 21st May, 2015
Date of last inspection: 21st May, 2010
School's unique reference number: URN 109218
Headteacher: Lucinda Amos
Inspector's name and number: Rev John Angle 119

School context

Hutton Primary School is a village school with 205 pupils, on the outskirts of the town of Weston-super-Mare. The school serves a varied catchment area with children from the town joining those from the village. The proportion of children with special needs or supported by pupil premium is below the national average. The proportion of children with more complex needs is higher than the national average. The majority of children are from White British backgrounds. The school has seen many staff changes in the last year. Amongst many awards the school has gained the Silver Award for Eco-Schools and the Silver Science Mark.

The distinctiveness and effectiveness of Hutton Primary School as a Church of England school are outstanding.

- There is an outstanding Christian ethos which provides a strong foundation for all aspects of school life.
- There is a well organised and strong Pupil Voice which is reflected in enthusiastic concern to improve the school and the community in a variety of ways
- The spiritual, moral, social and cultural development of children is a strength of the school
- There is a palpable caring family atmosphere and very effective and inspirational partnerships with the local community and the local Anglican Church.

Area to improve

Develop children's understanding and support for beliefs and cultures other than Christianity, in Great Britain and internationally.

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

Distinctively Christian values are deeply embedded and clearly expressed within the daily life of the school. All staff are approachable, positive and inspiring role models who actively demonstrate the school's Christian character. Every child is valued and treated with loving respect as a "child of God". Staff hold termly meetings with children on their own to encourage them to uphold the school values and to do their best. The school creates a welcoming, safe, vibrant, happy and creative Christian community in which children can thrive academically, spiritually and personally. Children love coming to school and behave well - "I love every minute I spend in school" commented one child. They enjoy their lessons and work well in a value - driven culture of mutual support and care. As a result, children make good and often outstanding progress. Achievement in core subjects is above average, and children attain very high standards also in sport's leader training, the Archbishop of York's Young Leaders programme and in music. More vulnerable children and those having special needs make excellent progress and achieve well in an inclusive and loving Christian family atmosphere. A Learning Mentor supports some children and their families. Attendance has improved recently and is now at the national average. Children are able to express their thoughts, opinions and ideas on a wide range of spiritual and moral topics which reflects the school's Christian foundation and ethos. "We are kind because God taught us to be" said one boy. Kindness is demonstrated by children in the various school councils where Pupil Voice is very strong. Children are confident and take initiatives, for instance support for various charities. They act responsibly and have a strong sense of citizenship with a belief in British values and ideals. Recently they have applied for and obtained grants of nearly £1000 towards planning their Prayer Garden. Prayer is important in the life of the school; children use the prayer and reflection areas in their classrooms. The school's Christian values strongly impact on the spiritual, moral, social and cultural development of all children. They model these values by being polite, courteous, respectful and very friendly; older pupils support younger ones. Where there are difficulties, trained child peer mediators help children to restore friendship in a spirit of forgiveness. Children are growing in an understanding and respect for other faiths and cultures through examining differences and similarities between themselves and other schools in the UK and also Dabaso in Kenya. Religious Education makes a significant contribution to the school's Christian character and strongly supports children's spiritual and moral development, for example through discussions on 'big questions', a creative approach to Biblical stories and 'reflective homework' which encourages family discussion on various topical or moral issues.

The impact of collective worship on the school community is outstanding

Collective worship is highly valued by all members of the school community. Children enjoy collective worship, they talk enthusiastically about it and are given many opportunities to lead. Worship has variety, is relevant, meaningful and inclusive. For example the HAWK Council (Hutton Awe, Wonder & Kindness) lead on one day of the week; on other days one of the school councils lead, or there is a more intimate and interactive time of class worship. Various liturgical responses are used and music and singing is lively and enthusiastic. Because worship creates a sense of thankfulness, it often leads to concern and charitable activities. One boy talking about the special Harvest thanksgiving service in church commented "Harvest is not just about food, but about sharing and forgiveness." Worship gives opportunity for a greater understanding and devotion to God and evokes reflective and prayerful responses; the School Prayer and Lord's Prayer are used regularly. All class rooms have reflective/prayer areas where children can express their prayers in a variety of ways. Examples are prayer or dream boxes, prayer hands, prayer trees, drawings and photos. The school further encourages prayer through the Share a Prayer Club and a prayer garden is being developed as an initiative of the children to give a special spiritual place for reflection and prayer. Worship themes are well planned in

collaboration with local clergy and currently relate to Christian values, closely linked with Biblical material. There is a strong focus on the life and person of Jesus with some prayers of blessing and displays developing a simple Trinitarian understanding. Children understand the relationship between values and Christian teaching. Worship is planned to take account of the major festivals of the Christian year, world events and what happens in school. It is strongly related to the local Christian community, to family services, special church events and the monthly Saturday Messy Church which is held in the school hall. Collective worship is well led by staff, local clergy and visitors. Children find this variety in leadership and style enjoyable and interesting. Children evaluate worship in a Reflective Book, often with older children helping younger children discuss and complete their responses. "When I am angry I talk to God" said one boy. Another said he "talked to God to get advice". The clarity of God's presence in prayer was expressed by another child as "God is sitting with me and I talk to Him". Governors and staff regularly evaluate collective worship and its influence on the life of the school community, making changes and improvements where necessary.

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

School leadership live out, as excellent role models, the Christian vision and ethos of the school. The Head, staff and governors aim to apply Christian values to all aspects of school life and to sensitively and gently encourage children to embrace Christian faith and practice. They work together to ensure the school is an effective and distinctive Christian community. As a result, children think of their school as more than an educational establishment; it is for them "a Christian family community". The school encourages a sense of personal responsibility through the many and varied school councils. There is a detailed spirituality policy, reflecting the fact that spiritual development permeates the life of the school and is encouraged in a wide variety of ways - in the collective worship programme, in class room reflective areas, in the prayer garden and also in Religious Education (RE). School leaders have ensured that the new curriculum is effectively underpinned with Christian values and that staff meetings and INSET frequently focus on the school's Christian distinctiveness. Parents, carers and members of the community are regularly involved in the life of the school and children are very involved in the life of the village, particularly through the initiative of the Archbishop of York's Key Stage 2 and Key Stage 3 programmes which are strongly linked with biblical teaching. This has the result of raising the school's profile in the community and gives children "the opportunity to be the change they want to see!" There is a strong and inspiring partnership between the school and leaders of the local church; as one person put it "the church and the school are one". This partnership makes a strong impact on children's understanding and appreciation of Christianity. Opportunities are given for the professional development of staff and governors as leaders in church schools through INSET and visits. Religious Education is giving a high priority in the school and makes a significant contribution to the school's Christian ethos and to the spiritual, moral, social and cultural development of children. Teachers encourage lively debate as witnessed in one class where the relationship between going to church and being a Christian was discussed with some vigour and in another, the issue of why we need charities. Through RE children develop a strong awareness of the Christian story and of religious and moral issues. They also develop a sense of empathy and a mature understanding of wider world issues such as racism and gender inequality.

SIAMS report. May 2015. Hutton CoE Primary School, Hutton, W-S-M. BS249SN