

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hayton Church of England Primary School			
Address	Hayton, Brampton, Cumbria, CA8 9HR		
Date of inspection	16 January 2020	Status of school	Voluntary controlled
Diocese	Carlisle	URN	112402

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	The impact of collective worship	<b>Grade</b>	<b>Good</b>

### School context

Hayton is a primary school with 169 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.

### The school's Christian vision

'Treat others the same way you want them to treat you.' Luke 6: 31

Look after yourself, look after others, look after the planet.

The statements above are the Golden Rules of our school and encompass the core values of care, respect and tolerance that we expect and encourage every member of the school community to show towards others.

### Key findings

- The Christian vision for treating others as you want them to treat you results in relationships being a strength of the school. All members of the school community value the supportive Christian ethos.
- Leaders have successfully created an inclusive culture where all are treated with dignity and respect. This enables all, pupils and adults, to flourish.
- Collective worship and religious education (RE) make a significant contribution to furthering the school's Christian vision. However, teaching of faiths other than Christianity is not yet planned systematically.
- Pupils demonstrate an impressive understanding of the wider world and take action where they see a need.
- The school's vision of looking after the planet results in pupils gaining a strong sense of responsibility for caring for the environment. The school garden is one way in which this is achieved.
- Evaluation of the effectiveness of the school as a Church school does not involve all members of the school community. Consequently, there is no shared understanding of how the school can build on its current success.

### Areas for development

- Ensure that evaluation of the school as a Church school involves all members of the school community, in order that accurate self-evaluation informs future development planning.
- Provide more opportunities for pupils to be involved in planning and leading acts of worship, in order to further develop their spirituality and understanding of worship.
- Develop the RE curriculum to include more systematic teaching of different major world faiths. This is to increase pupils' understanding and better prepare them for life in our diverse society.

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**

The long-serving headteacher leads by example in living out the vision of care and respect for all members of the school community. As a result, there is a deeply embedded ethos of mutual support where, as one member of staff explained, 'Everyone plays an equal part in the team.' Staff value the concern for their wellbeing shown by senior leaders and governors. They also appreciate the opportunities they have for professional development, which has resulted in their development as Church school leaders. Staff turnover is low and many express their confidence by sending their own children to the school. Pupils enjoy school and feel safe. They say that, 'Teachers really understand you and will try to help you'.

The vision for encouraging all members of the community to look after themselves and others strongly influences provision. Wellbeing and resilience are at the heart of the eight 'secrets for success' which pupils are encouraged to follow in order to make good life choices. These, together with a broad and balanced curriculum, contribute to pupils making good progress in both their academic and spiritual development. Each child is regarded as a unique individual. The progress of vulnerable pupils is carefully tracked and support put in place when needed. A wide range of after school clubs enables all pupils to identify their personal interests and strengths and help them to flourish. Frequent trips and visitors also increase engagement. Pupils are aspirational for their futures, aiming at careers in areas such as veterinary practice, architecture and carpentry. Opportunities for personal development are built into the curriculum, with Christian values embedded across all subjects and in school policies, leading to a coherent approach in all areas of school life. There is an ethos of inclusion, forgiveness and each day being a new start. As a result, relationships are overwhelmingly positive. Pupils experiencing emotional difficulties are well-supported through the use of external agencies. Parents are very appreciative of the help they receive when their children have problems.

The school successfully lives out its vision of looking after the planet by teaching pupils to value and care for God's creation. The eco group have been involved in a project aimed at raising awareness of and reducing non-recyclable packaging in pupils' packed lunches. They also pick up litter in the local community. The school has achieved the Royal Horticultural Society Five Star award for its garden, which produces vegetables for use in school dinners. These are cooked at the local pub, so also supporting the local economy. There is a strong and mutually beneficial partnership with the local community. Parents are involved in helping with the garden and with caring for the hens, ducks and guinea pigs. Members of the local Women's Institute, parents and grandparents also volunteer to help pupils read and sew. The school invites local senior citizens to its annual nativity play. These activities together with events such as a community 'soup' event and participation in Cumbria in Bloom, ensure the school's role at the heart of the local community. Pupils' wellbeing is enhanced by this strong sense of belonging.

Although links with the wider village community are strong, those with the church congregation are currently limited. As a result, the school has had difficulty attracting new foundation governors. There is a very positive and supportive relationship between the vicar and the school, but the church congregation currently lacks the capacity to provide the support it would wish. Governors are committed and very supportive of the school. They have not, however, been involved in recent training as governors in a Church school. Nor have they played a significant role in evaluating its effectiveness or planning for its development as a Church school. In consequence there is no shared understanding of the school's strengths and areas for development as a Church school.

Pupils understand Christian beliefs about caring for God's creation. In keeping with the vision to look after the planet, school leaders ensure that pupils are aware of some of issues facing the world today. Pupils talk knowledgably about food miles, plastic pollution and the Australian bushfires. Some pupils are involved in Rotakids which raises money to assist a range of charities. Others are keen to help where they can and have instigated fund raising through events such as bake sales. The schools' ethos group supports Carlisle Key, a local charity supporting young homeless people. As a result, pupils have a good awareness of disadvantage and

exploitation of the natural world. They are empowered to be courageous advocates for change.

Collective worship is used effectively to further the school's vision of a society where care for oneself, others and the planet is central. Worship is varied and sometimes involves Godly Play. It is led by both staff and visitors, including a minister from a local Methodist Church. This gives pupils an understanding of Christian teaching and an awareness of different Christian traditions. The use of Picture News enables pupils to learn about and reflect upon current events. The varied provision engages pupils, who are particularly enthusiastic about the regular puppet shows, telling stories from the Bible. They also talk of enjoying the chance to be peaceful and to pray. One boy described how prayer was like 'talking to my dad.' The vicar leads worship in church once a fortnight, giving pupils some experience of the Anglican tradition. The ethos group have led collective worship to raise awareness of their fundraising for Carlisle Key and on Remembrance Day. They and other pupils would, however, like to plan and lead worship more often. Parents also commented that they would like more opportunities to come and see their children lead worship. Statutory obligations are met for both collective worship and RE.

The RE leader is well-trained and very enthusiastic about her role. She has completed the diocesan Christian leadership course, as have two other members of staff, ensuring a shared understanding of the role of RE teaching in developing pupils' spirituality. RE teaching is varied and provides many opportunities for pupils to reflect upon what they have learnt. They are able to relate this to the school's values and their own lives. Effective systems for monitoring, including pupil voice sessions, and assessment, are in place. As a result pupils are well-supported in making progress. Membership of a local cluster group enables the RE leader to share good practice. Curriculum planning largely focuses on Christianity, with the result that pupils' knowledge and understanding of different major world faiths is less well-developed.

At Hayton the distinctive Christian vision creates an inclusive and nurturing environment where all can flourish.

Headteacher	Sue Lingard
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