



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

Hipswell Church of England VC Primary School	
Address	Hipswell Village, Catterick Garrison, Richmond, DL9 4BB
School vision	
<p>'Live generously and graciously towards others, the way God lives towards us' (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish – happily, confidently and with enthusiasm.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision is considered and lived out in everything that the school undertakes, underpinned by Christian teachings. Its values are well understood by all, allowing pupils and adults to flourish.</li> <li>• Relationships within the school are excellent. Through the vision, the school recognises and values the unique talents of all. The wellbeing of everyone is a high priority and is therefore an outworking of tangible Christian love.</li> <li>• The vision actively drives a culture that supports, includes and nurtures all. Leaders ensure there is good support for vulnerable pupils, and those who have special needs and disabilities (SEND). The rich support for emotional and social needs is a strength.</li> <li>• Worship provides calm and reflective opportunities for personal spirituality. The school's vision and shared values are embedded in collective worship. Pupils and adults alike value the time to come together as one in collective worship.</li> <li>• Effective leadership in religious education (RE) has established a well sequenced and balanced curriculum. It ensures a developing knowledge and understanding of worldviews and major world religions.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Further embed the shared understanding of spirituality in school. Use this to plan and deliver a range of rich and relevant experiences that continue to nurture pupils' spiritual development across the curriculum.</li> <li>• Facilitate pupils' independent opportunity to be advocates for change, broadening their understanding of justice and responsibility.</li> <li>• Embed and extend opportunities in RE, so pupils develop an understanding of the diversity within worldviews and the major world religions.</li> </ul>	
Inspection findings	
<p>Hipswell's Christian vision was carefully chosen to be inclusive and reflect the community the school serves. Based on the Bible verse Matthew 5:48, the supportive relationships apply to all the school community demonstrating a real strength within it. Families often choose this school because of its reputation as a welcoming, nurturing place for their children to learn. The vision is underpinned by values which pupils know well and demonstrate in their attitudes and conduct. Parents attribute</p>	

their children's positive behaviour to the influence of the vision and the values.

The vision is applied to decision making in school. This ensures that decisions are carefully considered based on creating a positive impact on pupils, staff and the whole community. Governors make bold financial choices, prioritising provision for mental health, for example facilitating the training of staff to be emotion coaches. These are trained members of staff who support pupils and their families when needed. Staff are outward facing. They actively seek ways to expand pupil's experiences at every opportunity and embrace the differing cultures within the school. Governors know the school well, and work with leaders to secure a nurturing environment where adults and pupils can thrive. Monitoring enables leaders to evaluate how the school's vision is having a positive impact. Staff feel valued as part of a mutually supportive team. They are encouraged to live their professional lives to the full and talk about the strength of the relationships within the team. On-going training supports their development. Thorough induction procedures, including working in a church school, enable new staff to feel welcomed. Continued strong links with the diocese and local schools are actively embraced and used to develop the quality of leadership and provision. Policies reflect the vision and values. For example, the behaviour policy is based on positive relationships.

The school promotes nurturing and positive connections between all members of the school community to ensure that pupils are safe in school. The inclusive curriculum reflects the vision through carefully considered opportunities, such as celebrating the traditions of Fijian society. Pupils with additional needs, or who are vulnerable, receive bespoke support. Leaders recognise, that this will change frequently due to the changing school population. They provide support and resources in a timely manner. This is demonstrated through coffee mornings to enable the building and establishing of parent/carer relationships with each other and the school. Skilled staff work supportively, but sensitively, with pupils and their families to remove barriers to attending school or learning. This has been positively demonstrated by the rapid improvement in pupil attendance this year. The many opportunities to extend learning through extracurricular clubs motivate and inspire pupils to develop themselves. Pupils are aware of issues in the world beyond their community, and are able to discuss these confidently. The elected school council engage in fund raising activities and thinking about improvements around the school. Currently, these are largely teacher-led. As a result, pupils do not fully understand how they can be agents of change in their own communities and the wider world.

Collective worship is a focal point of the day, shaped by the vision. The planning for worship combines the Anglican Church calendar, festivals and national events such as Anti-Bullying week, and incorporates the Christian values. Pupils say learning about Jesus' teaching changes their behaviour. They enjoy actively participating in worship through reading their own prayers, responding to questions about a story or lighting the three candles. All are invited to pray and praise God by singing. The children's worship team evaluate acts of worship through talking to pupils at playtime and sharing their findings with leaders. This information is used to improve practice over time. The school has developed a shared approach to spiritual development. It adds richness to learning by enabling pupils to spend time reflecting and writing in their journals. This means that there is a thread of looking both inwards and outwards, in order to make meaningful connections. Staff are beginning to include planned curriculum-wide opportunities for spiritual development but these are less developed.

The wellbeing of both pupils and staff is a high priority, allowing everyone to flourish. Relationships in the school are excellent because both staff and pupils are treated as valued and unique individuals. As a result, pupils behave well and learn in a calm and focused learning environment. Leaders embrace the constantly changing school community featured on the 'Welcoming and Departures' board. This enables all to be mindful of the impact of these changes on these children

and their families, and on those who remain. Parents of pupils with SEND appreciate that their children are supported in a way that is relevant to their particular personality and needs.

RE is well-led and resourced within the school. Enabled by leaders and the diocese, staff are supported in their planning and teaching. This partnership generates inspiring lessons, sparking pupils' enthusiasm and enjoyment in discussion. They listen readily to each other, recognising that the classroom is a safe place to express their own ideas and thoughts. Pupils are encouraged to respond in a range of imaginative ways, including through art and online research. As a result, pupils engage and reflect well in RE, demonstrating good understanding, particularly of Christianity. Teaching of other world faiths and worldviews is thoughtfully sequenced. Staff support each other in the shared planning and delivery of RE. Questions within marking ensure that pupils are challenged and think intensely about their learning. The leadership of RE enables regular monitoring of the work within school. This accurately identifies the next steps of planning for opportunities to enhance diversity within the major world faiths.

Hipswell is a caring and supportive community, bonded around its Christian vision and biblical teaching. The high value placed on each one enables all to live graciously and generously towards others.

The inspection findings indicate that Hipswell Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	17 November 2023	URN	121499
VC/VA/Academy	Voluntary controlled	Pupils on roll	153
Diocese	Leeds		
MAT/Federation			
Headteacher	Carolyn Ewbank		
Chair	Ian Robertson		
Inspector	Joanna Dobbs	No.	2136