

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hyde Church of England Voluntary Controlled Primary School	
Hyde, Fordingbridge, Hampshire SP6 2QL	
Current SIAMS inspection grade	Good
Diocese	Portsmouth and Winchester
Previous SIAMS inspection grade	Good
Local authority	Hampshire
Date of inspection	23 May 2017
Date of last inspection	1 May 2012
Type of school and unique reference number	Voluntary Controlled 116294
Headteacher	Julie Dalziell
Inspector's name and number	Julia Welford 576

School context

Hyde is a smaller than average primary school with 45 pupils in three mixed age classes. It serves the village of Hyde and nearby communities. Numbers of pupils eligible for free school meals and those receiving special educational needs support are below national averages. Pupils are predominantly from a White British heritage. Since the previous inspection there have been significant changes of staff and members of the governing body. The incumbent is now moving from the area, and there was an interregnum prior to his appointment. The parish church is just under a quarter of a mile from the school.

The distinctiveness and effectiveness of Hyde as a Church of England school are good

- Children form good relationships with one another and staff and show concern for each other, which they attribute to the school's Christian ethos.
- Pupils' behaviour, including their attitudes to learning, is exemplary and they respond with openness and enthusiasm to the curriculum, including the effective religious education (RE) provision.
- The high levels of care, nurture and guidance, where everyone is valued as an individual, demonstrate the distinctive Christian ethos of the school in action. All pupils are enabled to grow academically and socially in a stimulating school environment.

Areas to improve

- Review the school's ethos statement and distinctively Christian vision to ensure explicit Christian values are embedded in the life of the school, in order to strengthen the planning of collective worship so that it explicitly and systematically develops a biblical understanding of the school's Christian values.
- Establish a systematic, formalised process for planning, monitoring and evaluating collective worship, with the whole school community, to further enhance the quality of worship and its influence on the daily life of the school.
- Ensure that engagement with the new Collective Worship Policy and distinctive Christian worship impacts on the lives of pupils and adults as engaging, inspiring and transformative.
- Increase pupils' understanding of diverse Christian communities by exploring and making links to other Christian denominations and raising awareness of Christianity as a multi-cultural world faith.

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

The school's nurturing ethos and Christian care within and between all members of the school family are excellent and result in strong relationships across the school. They underpin the caring and welcoming atmosphere of the school and the strong sense of community that is immediately appreciated by parents who are new to the school. Pupils are polite and courteous. They treat adults and each other with respect and care, which results in good behaviour and positive attitudes to learning. The importance placed on the individual needs of each pupil result in progress across the school that is at least good. Pupils feel special, safe, well cared for and valued. This is reflected in the improving attendance that was near the national average last year. Parents particularly appreciate the way in which pupils value and respect one another, which they attribute directly to the school's Christian ethos. Religious education (RE) makes a good contribution to pupils' knowledge and understanding of the impact of religion and beliefs on people's lives and how it shapes their actions and concerns. One classroom display showed which British values and Christian values were the same. Opportunities within RE lessons when pupils ask big and puzzling questions and discuss their viewpoints with others make a significant contribution to social and moral development. Some pupils were so engaged in discussing the symbolism of communion that they were keen to continue their debate over lunch. Children demonstrate respect and acceptance of people of other faiths. Spiritual, moral, social and cultural (SMSC) development is taught across the curriculum, in RE and collective worship, but it is not always made explicit through planning and delivery. The governing body has recently undertaken training led by the local authority advisor for RE and the Diocese concerning its role in monitoring and evaluating these aspects. Pupils recognise the importance of Christian giving and regularly support charities such as the Trussell Trust and the Lotus Flower Trust supporting schools in India. The school council members worked independently to organise a school talent show to raise money for Red Nose Day and pupils also play a major part in organising the leavers' service in church at the end of the year. Older pupils support and encourage younger ones both in school and at playtimes on Hyde Common and the school has a very positive 'buddy' system in place. Whilst a range of Christian values and qualities are taught, lived out and encountered, they are not deeply understood by parents, pupils and staff in the context of biblical teaching and this is a next step for the school in strengthening its distinctiveness.

The impact of collective worship on the school community is satisfactory

Collective worship occurs in the school at a set time each day. The school has to convert one of the classrooms for this purpose as there is no hall and pupils assist in the preparation. Pupils have positive attitudes to collective worship and act with reverence and respect. They enter quietly, sing enthusiastically and listen attentively. Suitable music creates a quiet atmosphere, which encourages pupils to adopt a respectful attitude in preparation for worship. Focal points for worship include a cross and three lighted candles, which pupils understand to represent the Trinity, the nature of God as Father, Son and Spirit. Pupils have an age-appropriate understanding of the nature of the Trinity. All children have the opportunity to lead worship in church services (marking the festivals of Harvest, Christmas and Easter) through prayers, readings, music and drama. They enjoy contributing to and leading these services which are well received by parents and the wider community. However, at present this is too infrequent for them to play a significant part in shaping worship. Pupils also support community services in the village hall. The school recognises the need to develop opportunities for children to attend worship more regularly in church so that they become increasingly familiar with other Christian and Anglican traditions. Parents also requested more access to collective worship. Members of the local church have met with staff and foundation governors to discuss this, and plans are in place to hold a monthly service for the school and wider community. Pupils value prayer as being important and each class has a reflection area where they can choose to be quiet, reflect and pray. In one class there was a prayer tree where pupils wrote different types of prayers on the different coloured leaves and decided whether they were to be private or shared. Another reflection area focused on different elements to encourage personal stillness. Pupils share the school prayer, prayers at lunchtime and home time, as well as having opportunities to write and share their own prayers. Through these opportunities for prayer throughout the day, along with special spaces around the school for prayer and reflection, pupils develop a clear understanding of the nature and purpose of prayer in their own lives. The head teacher regularly leads worship, with the incumbent, other staff and a range of visitors also contributing. Although many pupils are willing to participate actively there are at present only limited opportunities for them to plan, lead and evaluate worship. Pupils' understanding of diversity amongst other Christian denominations is underdeveloped as is their appreciation of Christianity as a multi-cultural world faith. Older children take mature responsibility for many routine aspects of worship such as setting up the

worship area within the classroom and operating technology. However the opportunity for pupils to plan and lead their own acts of worship in school is limited. Although pupils experience some aspects of Anglican belief and practice, this is not fully embedded in daily worship. Planning provides a basic structure for collective worship and following the forthcoming review of the school's ethos it should enable this to be strengthened so that worship explicitly and systematically develops a biblical understanding of the school's Christian values. It is hoped that the process for future planning for collective worship will be supported by the new incumbent and the diocese. Pupils have a good understanding of the main Christian festivals. The school recognises that involving staff, governors and pupils in the evaluation of the impact of collective worship is still an area for development.

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

Since the previous inspection the headteacher has led the school successfully through a period of staff turbulence, and new members forming the governing body. This required the appointment of a new chairman who is keen to ensure the school is focused on a secure future. The absence of a school hall and the minimum amount of school's external area is also a concern. The views of parents are sought through questionnaires that are analysed and support the school's evaluation process. Pupils benefit from successful links with local charities, Lotus Flower Trust, (India) and Trussell Trust, (Bulgaria and local foodbanks) where visitors discuss these charities with pupils in the school. Through this link pupils develop a greater understanding of their role as global citizens. The link with the local church is a strength of the school and needs to continue following changes within the parish including the present incumbent leaving. The church runs a very successful monthly Messy Church where children learn about Bible stories through activities and relate these to prayer. Such experiences, together with other church activities, have drawn families into the church and strengthened the links between the school, church and the community. The resulting impact of the Christian ethos is clearly seen in the high standards of behaviour and positive attitudes of the pupils for whom the adults in the school provide good role models. Discussion with the children, parents, staff and governors give a picture of a very caring and supportive school which provides opportunities and a framework for, and in which, pupils love learning and are aspiring to achieve the best they can. Strong nurturing relationships permeate the school and parents cite the caring Christian ethos as the reason for this. One member of staff said, 'school is like a family', and another said 'everyone has a genuine caring concern for one another'. Consequently, they have built strong trusting relationships with parents, who appreciate the way in which the school supports them and reaches out into the community. Policies for collective worship and RE are comprehensive and contain clear statements of intent such as an aim to promote the joy of worship and details of the monitoring and evaluation process. Both policies have recently been ratified and will need time to develop fully. Through close involvement with the community and charitable giving, the pupils are developing a very good sense of their roles and responsibilities as citizens of a wider community.

All staff work very well as a team and their supportive relationships exemplify the Christian ethos of the school. They know their pupils well and are committed to ensuring that each pupil is given the opportunities that will support their personal development and well-being. As a result, pupils behave well and are keen to learn. All staff lead worship and teaching staff attended training in planning and leading collective worship which enabled them to be more confident in supporting pupils with planning of collective worship. The new RE manager and the headteacher have also attended training briefings for the new agreed RE syllabus. Parents are welcomed into the school and enrich school life through the additional events they organise. They acknowledge that although Hyde is a small school, staff ensure pupils have access to a broad range of experiences including sport, the arts, external visits and residential, often supported by funds raised by the Hyde School Friends Association.

The school's own evaluation identifies the need for the new governing body to implement a monitoring plan so that both Collective Worship and the development of children's SMSC awareness are both observed and evaluated and any areas for improvement are identified. The action points from the previous denominational inspection have only been partially addressed. Monitoring and evaluation of Christian distinctiveness, collective worship and RE needs to be more regular, robust and systematic and involve all stakeholders so that it leads directly to a continuous cycle of strategic planning and improvement. The staff and governing body recognise that in a now more settled period, they need to undertake a review of the school's Christian values, vision and ethos. The governing body are undertaking further training from the Diocese later this year to support this review. The school meets the statutory requirements for RE and collective worship.