Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hyde Church of England Primary School

Vision

At Forest Edge Learning Federation, we grow and learn together with grace and love. Our nurturing and inclusive culture enables every member of our school family to be valued and respected unconditionally. Our ambitious and forward-thinking curriculum provides every child with the courage to be successful and confident to make their own individual difference to God's world.

Hyde Church of England Primary school is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- A nurturing and inclusive culture, shaped by the Christian vision, informs the school's approach to learning and supports the growth and flourishing of pupils.
- Relationships across the school community are deeply valued and nurtured. Underpinned by the Christian vision, pupils and staff respect each other and take delight in celebrating one another's strengths and achievements.
- Well-supported by the diocese, leaders ensure the newly developed Christian vision and associated values embrace the context of this very small school. Consequently, the flourishing of pupils and staff is being prioritised.
- An ambitious and engaging curriculum stemming from the vision provides pupils with a broader experience of life. This is beginning to prepare and equip them for their wider world beyond the unique setting of the New Forest.
- The strong partnership with the local church and the collaborative way of working together enriches the spiritual flourishing of all.

Development Points

- Develop a shared understanding of spirituality across the school and plan intentional opportunities within the curriculum to encounter it. This is to enhance the spiritual flourishing of pupils.
- Ensure the religious education (RE) curriculum offers consistent challenge and depth, enabling pupils to acquire a rich and thorough knowledge of Christian belief and practice.
- Build on pupils' understanding of justice, empowering them to identify and respond to injustice in their wider world.

Inspection Findings

Leaders, well-supported by the diocese, have given thoughtful consideration to the recent development of the school's Christian vision. As a result, the vision accurately reflects the context of this very small school located in the heart of the New Forest. Underpinned by the parable of the Lost Sheep, the school's vision offers a 'nurturing and inclusive culture'. Its prime concern is for every member of the school 'to be valued and respected unconditionally'. As a result, the flourishing of pupils and staff is prioritised. Pupils are becoming familiar with the Christian values which underpin the school's vision and help it to be worked through in their daily school life. Inspired by Queen Esther in the Bible, pupils speak about the importance of 'doing the right thing, rather than choosing the easy thing'. Leaders and governors know their school and community well. They recognise and effectively utilise the unique opportunities that pupils have available to them. They also value the importance of preparing pupils for life in their wider world by promising them '50 special experiences' to enrich their development. Governors regularly visit the school and have newly developed systems in place to monitor the impact of the school's Christian vision.

Leaders have carefully designed the curriculum in such a way that it supports the size and context of the school. The project-based approach, in addition to the '50 things' promise, enriches pupils' learning and extends horizons beyond their immediate community. It enables pupils to engage with a range of activities such as visiting an art gallery, travelling on public transport and experiencing other cultures. Staff are committed to meeting the needs of pupils, building upon their needs and interests. Great care is taken to support and nurture those who have additional needs. When required, the curriculum and timetable is adapted to support their learning in order that they too may grow and flourish. Parents value this support, recognising the positive impact it has on their children. While the enquiry-based approach to learning encourages deeper thinking and engages pupils with the natural world, opportunities for spiritual development are missed. This is because staff do not have a shared understanding of spirituality, nor do they specifically plan opportunities for spiritual flourishing within the curriculum.

Collective worship unites the school community and provides opportunities to introduce the newly implemented Christian vision and supporting values through stories, prayer and song. For example, biblically based storytelling is already deepening pupils' understanding of courage, causing them to reflect on their own thoughts and actions. Shaped by the school's vision, collective worship invites pupils to 'grow and learn together with grace and love'. Pupils speak spontaneously about the importance of celebrating and appreciating one another and are quick to nominate others for recognition in Friday's celebration worship. The positive relationships enjoyed with clergy from the Avon Valley churches play an important role in worship, developing creative expressions and inspiring the school community. For example, pupils are invited to engage with the clergy-led lunch time club which equips them to make a more active contribution to collective worship. Pupils also appreciate the drama and role play brought by the Open the Book team. Parents and staff value the strong partnership with the church and appreciate the collaborative ways of working together. This enriches the spiritual flourishing of the school community.

Shaped by the vision, the school's curriculum is equipping pupils to develop courage and confidence to make 'their own individual difference to God's world'. This supports their developing understanding of the wider world and inspires them to be good stewards of it. One parent shared how a recent project exploring sustainable fast fashion, is actively encouraging her child to adopt eco-friendly practices, such as recycling unwanted clothes. Pupils are given many opportunities to develop leadership skills through a range of different roles such as sports ambassadors, eco warriors and house captains. They readily embrace these positions, serving one another with

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grace and love, and undertaking their roles with integrity and justice. However, opportunities to build upon this by identifying and challenging injustice within their wider world, are limited. School leaders build effective partnerships with the other schools within the federation and are well-supported by the diocese.

RE has a high profile within the life of the school. Leaders have outlined a clear structure of what is to be taught and when. This is based on the curriculum set by the diocese and supplemented by other high quality teaching resources. Consequently, pupils learn about a wide range of religions and worldviews which helps to prepare them for the wider world. However, the implementation of the revised syllabus is still in its infancy. The RE leader accesses high quality support from the diocese which is disseminated to teaching staff. Nevertheless, the curriculum structure does not always support teachers sufficiently in preparing lessons which are fully engaging. Pupils express a desire to 'go a bit deeper into the subject'.

The commitment by leaders for every pupil and member of staff to be valued and respected lies at the heart of life in this small village school. Parents appreciate how staff prioritise the importance of 'knowing children individually' and this view is endorsed by staff who feel supported and nurtured by one another. One pupil describes Hyde as 'a mini school, yet mighty', explaining how the school community 'work as a team, solving problems together'. It is evident that relationships across the school are exceptionally strong because staff dedicate significant time to getting to know pupils and their families. Grace and love permeate the school enabling pupils to feel happy, safe and confident in their learning. Pupils behave and play well together across all age groups. Staff have fostered a wide range of strategies to ensure pupils' needs are met. Pupils particularly appreciate the thoughtful approaches used to look after their mental and emotional wellbeing through the provision of break out spaces and worry monsters. Federation leaders and governors carefully consider the workload of staff serving in this small rural school, ensuring that their wellbeing is also prioritised. Consequently, this creates a nurturing and inclusive culture in which pupils and staff are supported to flourish.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Hyde, Fordingbridge, SP6 2QL		
Date	19 May 2025	URN	116294
Type of school	Voluntary controlled	No. of pupils	44
Diocese	Winchester		
Federation	Forest Edge Federation		
Headteacher	Tracy Allen		
Chair of Governors	Paul Millard		
Inspector	Jayne Pavlou		