



National Society Statutory Inspection of Anglican and Methodist Schools Report

Hordle Church of England Voluntary Aided Primary School

Hordle Lane

Hordle

Lymington

Hampshire

S41 0FB

Previous SIAS grade: Outstanding

Current SIAMS grade: Outstanding

Diocese: Winchester

Local authority: Hampshire

Date of inspection: 19 November 2015

Date of last inspection: November 2010

School's unique reference number: 118486

Headteacher: Fiona Adams

Inspector's name and number: Chris Williamson 290

School context

Hordle Church of England Primary School has 381 children on roll. 63% of the children attend from the local area and the remainder from further afield. 9% of the children have Special Educational Needs which is below average, 6% of the children are from ethnic minority groups and 12% of the children receive pupil premium funding. There have been a significant number of changes in teaching staff, especially in the leadership team and also in the governing body, since the last inspection. The school opened its own nursery class in September 2014.

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

- The inclusive Christian love and care which surrounds every individual
- The promotion of children's spiritual growth through prayer and reflection
- Children are encouraged to have high aspirations and to develop their God given talents
- The distributed model of school leadership
- The links with the local church and the local community

Areas to improve

- To continue to develop links throughout the curriculum for spirituality
- To continue to develop teachers as leaders, including developing the leadership of collective worship

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

Christian values are deeply embedded throughout the life of the school and have a significant impact on children's personal development and academic achievement. The school's Bible verse: "Love the Lord your God with all your heart and soul and mind and love your neighbour as yourself" is central to the life of the school. The quality of Christian love, care and respect provided for every child is exceptional. Children feel valued as individuals and supported in all aspects of their school life. Children are encouraged to treat others in the way that they would want to be treated. Children's behaviour is exemplary. When behaviour issues arise children are encouraged to reflect on their actions in a structured way including considering what Jesus would have done in a similar situation. The recently introduced "What would Jesus do" (WWJD) certificates is an example of how the school celebrates and encourages children's spiritual, moral and social development. The school teaches children to have high aspirations and to make the most of their God given talents. A significant majority of children achieve very high standards in comparison with other schools nationally and vulnerable children make excellent progress. The school's approach to issues with attendance is effective and characterised by its Christian ethos and its continuing drive for improvement. Children are encouraged to care for God's world and for His people both within and beyond the school. As a result children accept responsibilities within school and develop an awareness of what it means to be part of a local and global community. The school places a strong emphasis on teamwork and children are encouraged to develop their collaboration and leadership skills. Children are particularly encouraged to show care and support for those less fortunate than themselves. Children choose a range of local, national and global charities to support, which also develops their understanding of different communities. Children enjoy a range of opportunities throughout the curriculum to acquire a good understanding of and respect for other cultures. Children enjoy the variety of opportunities throughout the curriculum to reflect and think deeply and develop their personal spirituality. The school rightly recognises the need to continue to specifically develop children's spirituality throughout the curriculum.

The impact of collective worship on the school community is outstanding

Collective worship is seen as important in the life of the school and has a significant impact on children's outstanding relationships and behaviour. In the worship observed there were very many ways in which children of all ages and abilities could engage with the worship, think deeply about their own actions and develop their own personal spirituality. Worship is based on the Bible and is carefully planned around the Fruits of the Spirit and the school's Christian values. Worship helps children to develop their understanding of the teachings of Jesus as well as his centrality in the Christian faith. Worship also teaches children about the main Christian festivals. All the key elements of worship are an integral feature of collective worship. Children enjoy taking part in rituals that surround collective worship, including gathering the crosses and bringing prayer beads and candles, to prepare for the special time that is shared together. Children take responsibility for aspects of collective worship for example leading prayers, playing music and acting. The school rightly recognises the need to continue to increase children's involvement in planning and leading worship. Children understand the value of prayer and readily engage both in prepared prayers and in extemporary prayer. As children progress through the school their understanding of prayer increases and they become more confident in matching their prayers to the theme of worship. Children appreciate the regular opportunities for prayer and reflection which develop their spirituality and help them to understand how the teachings of the Bible and the messages in worship impact on their everyday lives. The local vicar and a local worship band regularly lead collective worship as well as members of the local church who use the 'Open the Book' initiative. Children

appreciate the variety of collective worship leaders who help them to broaden their knowledge and understanding of Christianity. Regular monitoring and evaluation, both by children and by governors and staff, lead to continuing improvement for example in the involvement of the children and in the use of prayer. As a result of the significant number of new teachers this term, particularly in the senior management team, the school rightly recognises the need to develop the skills of these staff as worship leaders.

The effectiveness of the religious education is outstanding

Standards of attainment in religious education (RE) are in line with national expectations with a significant majority attaining higher than the national average. Lesson observations of RE during the inspection confirmed that teaching is at least good with some outstanding elements. This enables children to develop very good knowledge and understanding about different religions. The outcomes from children's learning from RE are outstanding. The concept approach is used very successfully and children's progress is enhanced by the skilful use of powerful questions based on the Philosophy for Children (P4C) approach. Children demonstrate confidence in expressing their ideas in a very thoughtful and mature way. These approaches, combined with opportunities to reflect on their learning, enable children to think deeply about issues in RE and to develop their spirituality. An outstanding system of assessment is used throughout the school. This provides children with a very effective way of assessing their own progress in RE. It also enables the teacher to plan targeted support to enhance the learning of individual children. An experienced RE specialist, who has an excellent knowledge of the curriculum, teaches all RE throughout the school which ensures consistency in teaching and in expectations of the children. The RE curriculum supports the school's Christian values and also enhances children's moral, social and cultural development. The school is continuing to work on building appropriate links between RE, collective worship and the new primary curriculum, to enhance children's learning in RE as well as their spiritual development. The school has very effective links with the local church which enhance children's learning about Christianity. Children's learning about other faiths is supported by visits of members of different faiths. There is an effective system of monitoring and evaluation, which is supported by the school's own assessment system and by moderating children's work with other schools.

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

The school has a clearly defined and explicitly Christian vision for excellence which is shared with the whole school community. The school's Christian ethos is central to all its work and lived out on a daily basis. Strong support for the school's Christian vision from staff and governors enables it to have a very significant impact on the whole life of the school, including children's academic performance and personal development. The school leadership and governors have a thorough understanding of the school's performance and distinctiveness, based on a range of monitoring and evaluation procedures which involve all stakeholders. This enables the use of effective strategies for improvement. Particular attention is paid to children's views. For example, children in the 'church school vision group' play a very important role in improving the school as a church school. The school is currently working to develop further the role of foundation governors in monitoring the school's church school vision. Teamwork is a real strength of the school. A distributed model of leadership is used very successfully and the development of teachers as leaders is given a high priority and planned strategically. Staff work well as a team and say that they feel well supported in developing their professional expertise. For example as a result of a high turnover of staff this year the school has identified the need to make staff leadership of collective worship a development focus this year. Since the last inspection the school has shared its practice, both in church school leadership and in collective worship, with other schools and with aspiring and new headteachers across two dioceses. This has involved close liaison with the local vicar who also provides significant and very effective support to both staff and children. The school

enjoys very productive links with the local and wider community including the local church. Children appreciate the contribution of many older people from the local community who regularly work with them at school in a variety of ways. Parents are very supportive of the school. The school meets the statutory requirements for collective worship and RE.

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