

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

### Hapton C of E/Methodist Primary School

#### Vision

'I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth.' Psalm 121 v 1-2

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other. We ensure that each child grows into the best young person he or she is capable of becoming and that each member of staff develops their full professional potential. Our school is an extension of good family life and within our 'school family', each unique individual is respected and valued.

Motto: Inspiration, wisdom and discovery through Jesus.

Hapton C of E/Methodist 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 source of guidance for leaders, the vision shapes their intentions and underpins bold decision-making. Consequently, leaders' actions nurture an inclusive culture that demonstrates the distinctively Christian nature of this Church school.
- Pertinent evaluations of collective worship result in significant improvements to pupil leadership and meaningful opportunities for prayer. This enables spiritual flourishing and offers hope to many.
- Warm relationships, characterised by kindness at all levels, sustain a purposeful sense of community. As a result, pupils and adults treat one another with respect and care.
- Leaders, including governors, demonstrate a secure commitment to the wellbeing of pupils and adults. As a result, highly effective support transforms mental health and leads to flourishing.
- Dynamic partnerships reflect the school's deeply embedded Anglican and Methodist foundations. These collaborations enhance collective worship, enrich religious education (RE), empower wellbeing and develop pupils' understanding of diversity and justice.

#### Development Points

- Consider how to reorganise the RE curriculum in order to deepen pupils' understanding of religious and non-religious worldviews.
- Extend pupils' understanding of spirituality in the context of the wider curriculum. This is in order to strengthen the impact of planned curricular opportunities for spiritual flourishing.
- Enable pupils to explore how the vision applies to their work on justice and responsibility. This is to develop pupils' thinking as they engage in social action and undertake leadership roles.



## Inspection Findings

Rooted in scripture, the vision reflects both the geographical location and the contextual needs of the school community. The vision is lived out through the school's Christian values, motto and leaders' commitment to raising aspirations and building resilience. Pupils articulate how they gain strength, comfort and confidence from their biblical understanding of the vision. They draw on the surrounding landscape as a visual reminder of the help and hope the vision offers. Bold decisions taken by leaders, including governors, reflect the vision and powerfully express the Christian ethos of the school. This is exemplified in the way leaders 'go above and beyond' to welcome vulnerable pupils and enable them to thrive. Regular monitoring allows governors to evaluate where the vision leads to flourishing. The Anglican and Methodist foundations of the school are upheld effectively and are represented through governance, collective worship and RE. Church, diocese and district partnerships reflect the vision and enhance the spiritual and pastoral life of the school.

The vision is tangibly expressed through uplifting and inclusive collective worship that explores connections with self, others, the world and God. Through the exploration of 'God's big story' pupils reflect on Christian values and how they apply them. Pondering Christian ideas about the character of God leads some pupils to experience a sense of awe. Older pupils enjoy taking part in guided meditation. One pupil articulated how this helps them to feel 'calm, relaxed and to know that God is with me'. Pupils and adults appreciate the spiritual dimension of music within worship and participate with heartfelt singing. To enhance spiritual flourishing, leaders redesigned the role of pupil worship leaders. Subsequently, pupils of all ages are invited to lead spontaneous prayers that sensitively reflect their thinking. This cultivates a sense of comfort and hope both within and beyond school life. Pupil leaders regularly gather feedback on the impact of worship and enthusiastically articulate how this leads to improvements. Consequently, dynamic collective worship cultivates community and inspires the spiritual growth of pupils and adults.

Leaders prioritise RE, ensuring that pupils enjoy access to a varied, creative and engaging curriculum that promotes enquiry. RE lessons and visitors to worship enable pupils to gain a secure understanding of Christianity as a global and diverse faith. The well-sequenced study of Christianity is accurate and progressive, enabling pupils to learn in depth about Christian beliefs and practices. An ongoing link with a school within a more diverse context enriches pupils' experience of diversity. Through this partnership, and other visitors to school, pupils learn about religion directly from people of faith. Pupils do not learn about non-religious worldviews. A wide range of world faiths are studied, but pupils do not gain a sufficient depth of understanding of these. RE offers opportunities for pupils to think about questions of meaning and purpose and to reflect on their personal beliefs. Pupils share their opinions in a respectful manner, understanding that others may hold different views. Teachers of RE access appropriate training that increases their subject knowledge. Staff value opportunities to engage regularly in professional dialogue that supports them in the planning of this highly regarded subject.

The vision-driven wider curriculum enables pupils to 'be the best they can be'. Development work on the use of questioning leads pupils to gain confidence, increase perseverance and deepen their thinking. Pupils are viewed as 'unique individuals,' so learning and support opportunities are tailored to need. Staff ensure that pupils are given the help they need to access challenging learning. Pupils who have special educational needs and/or disabilities (SEND) and vulnerable pupils are well equipped to reach their potential. A wide range of experiences to enhance pupils' spiritual development are planned within the curriculum. Staff consider how to use stories to prompt moments of awe and wonder. They pause to enable pupils to empathise with characters enduring difficult times. However, some pupils do not relate these well-crafted experiences to their spiritual development. Extra-curricular clubs enrich



pupils' spirituality. For example, sports clubs explore Christian values, and 'awe and wonder' club offers a Christian perspective on exploring the world. Consequently, pupils enjoy a rich and creative curriculum that promotes discovery, builds resilience and raises aspirations.

Leaders seek to encourage pupils to 'lift their eyes' beyond their own context as they learn about issues of justice. Pupils explore environmental issues, racial injustice, disability and poverty through reading books, lessons and collective worship. A sustainable partnership with a Christian school in Pakistan inspires pupils to consider education in a culturally diverse setting. Fundraising to support others is integral to school life and pupils often direct this. Pupils are equipped to think about how they take responsibility for things that concern them. This is exemplified by pupils identifying an environmental issue near school grounds. They wrote to the council and made posters to raise awareness. A range of leadership opportunities in school allow pupils to take on responsibilities that make a difference to others. Pupils, including those with SEND, and those who are vulnerable, thrive in the leadership roles they undertake. Consequently, pupils develop a sense of responsibility towards others and demonstrate characteristics of generosity, empathy and respect. However, many pupils do not make a link between the vision and their work in this area. As a result, pupils find it difficult to talk about what motivates their actions.

The vision of 'excellence in caring for each other' is at the heart of relationships at all levels. Leaders and staff are role models creating a warm and open community where pupils and adults are treated well. Worship, RE and the wider curriculum equip pupils to understand diversity and difference. Parents feel listened to as part of the 'school family'. They value sensitive practical and pastoral support for themselves and their children during difficult times. Staff access relevant training that equips them to nurture pupils' mental health and wellbeing. They proactively identify pupil needs and expertly employ a wealth of initiatives that lead to transformation. As a result, pupils increase in confidence, cultivate friendships, develop emotional intelligence and resolve conflict. Regular engagement with specialised services results in timely access to interventions that improve pupils' mental health. This culture of care extends to staff, prioritising support for their wellbeing and equipping them to reach their professional potential.

## Information

Address	Manchester Road, Hapton, Burnley, Lancashire, BB11 5RF		
Date	11 November 2024	URN	119407
Type of school	Voluntary Controlled	No. of pupils	125
Diocese/District	Blackburn Diocese / Burnley and Pendle Methodist Circuit		
Headteacher	Amourelle Leyland		
Chair of Governors	David Edmondson		
Inspector	Ali Rice		