



National Society Statutory Inspection of Anglican and Methodist Schools Report

Hockering Church of England Primary Academy

The Street, Hockering,
East Dereham, Norfolk
NR20 3HN

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 7 June 2016

Date of last inspection: 5 July 2011

School's unique reference number: 121094

Headteacher: Rebecca Newman

Inspector's name and number: Marion Betts 220

School context

Hockering is a very small school of 44 pupils aged 4 to 11 years, taught in two mixed age classes. The school serves the village and surrounding area. The vast majority of pupils are of White British heritage. The school is a distance from the church. A partnership has been formed with two similar academies to form the "Trinity Federation" under a shared headteacher, deputy and governing body. The present executive headteacher began her appointment at the beginning of this term.

The distinctiveness and effectiveness of Hockering as a Church of England school are outstanding

- The very effective leadership team powerfully promotes the strong Christian vision and values of the school which ensures that policy and practices which enhance the church school distinctiveness, are fully embedded within school life.
- A very strong emphasis is placed on the overarching Christian value of "Love" which ensures an effective school ethos of respect and care for each other and which positively impacts on the well-being of all.
- Christian values are known well and understood by all pupils who strive to live by them and this has a very affirmative effect on their personal, spiritual, moral and social development.
- The leadership of religious education is very effective in promoting a richness of RE learning experiences that engage pupils well and motivate them in their learning.

Areas to improve

- Increase the opportunities for pupils to be involved in planning and presenting their own acts of worship so they take more ownership of this important activity.
- Embed the new RE assessment procedures so that teachers become more confident in

using these to direct pupils to achieve their full potential.

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

The culture of the school is built around Christian values which explicitly link to the life and teachings of Jesus and to bible passages. This identifies to adults and pupils that they are Christian values. The overarching value of the school is love which allows the pupils to flourish within an ethos of very positive relationships. The values are well known and understood by the pupils who strive to demonstrate these in their behaviours and attitudes with each other. Pupils are able to articulate how the value of truthfulness explored recently impacts on their own lives. Previous values investigated are prominently displayed and remembered frequently. Pupils are asked their views of school life and can recommend another pupil who displays a Christian value, for an award. Staff highlight the value whenever it is applicable to pupils' learning or behaviour. For example pupils understand that following conflict, reconciliation requires them to forgive the offence. Pupils' spiritual awareness is enhanced well by outdoor learning and by a range of extra curricular experiences including a Christian cookery club. Pupils appreciate the encouragement they are given to succeed with their learning. The school is characterised by praise used effectively and supportive help to one another, with successes recognised and celebrated especially their achievements relating to a Christian value. Pupils make good academic progress. Almost all pupils leave school working at or above the national level. Vulnerable pupils also achieve well because they are given appropriate pastoral and academic support. Older pupils take seriously their responsibility of caring for the younger ones especially at playtimes. They say "We are all friends here". They are proud of the school's support for the education of a boy in an orphanage in Ghana and the communication the school has with the pastor there. This demonstrates pupils' interest in different cultures and their growing awareness of Christianity as a world-wide faith. In these ways the school promotes extremely well pupils' spiritual, moral, social and cultural development. Pupils particularly appreciate the inclusivity of the school by mentioning that every event in or out of school is open to all regardless of their talent in that particular activity.

The impact of collective worship on the school community is outstanding

Collective worship (CW) is regarded by the whole school community as a very important and essential beginning to each day. Pupils and staff say that this activity affirms a sense of the school's whole community, provides a welcome reflection time and is the main way the school derives and understands its value system. Bible stories and scripture passages are used for illustrating the Christian origins of these values. Worship has a set pattern of liturgical words and hymns connect well to the CW theme. Pupils' enthusiastic and high quality singing aids the effectiveness of the worship experience. Themes for CW are also planned around the Christian calendar. Pupils are very attentive in CW and respectful during the reflection time. Worship is led weekly by members of the local church community who also support the school as volunteers. Special festivals are celebrated within the church and in these ways pupils are gaining a good understanding of Anglican traditions and practices. Parents are made aware of the current focus through distribution of the value sheet and invited to share the worship twice weekly. Pupils are developing a growing awareness of the Trinity which is communicated by a prominent focal display. Recently pupils were given the opportunity to reflect at various prayer stations linked to the values associated with fruits of the Spirit. Combining these values with the tasting of linked fresh fruit has encouraged even the very young children to learn some of these values. Pupils are involved in the presentation of worship and often plan it with the support of a teacher but as yet pupils are not left independently to plan and present worship. Pupils have learnt about prayer, and even the very young children can articulate the importance of prayer to Christians and the purposes and varieties of prayer that Christians use. Some can relate instances when they themselves have decided to say a prayer. Many opportunities are given to pupils to develop their personal spirituality by provision of a prayer space inside each classrooms. One of these, set out as a church building with prayer books, contemplative music on hand and restful images, is used frequently by pupils CW is thoroughly

planned and effectively monitored. These evaluations lead to shaping future planning and improvement such as the use of more traditional hymns which was requested by pupils.

The effectiveness of the religious education is outstanding

Religious education (RE) is regarded by all as having high profile within school. This is demonstrated by a generous budget; by its prominent focus within the governors' ethos committee and school development plan; by the outcomes being regularly shared during collective worship; by the displays of RE work around the school; by the organisation of special RE days such as the "Fruits of the Holy Spirit" day; and by the teaching being delivered in the school by a highly experienced and enthusiastic RE specialist. The RE curriculum promotes an enquiry approach to learning and pupils appreciate the opportunities which allow them to discover through research or talking to an expert the possible answers to their own queries about a topic. Christian visitors from varied denominations and pupils from a Muslim school have shared their faith perspectives. Pupils appreciate the opportunities to share their own ideas with each other and to suggest to their peers possible work improvements. In this way RE enhances pupils' debating skills and their growing confidence to interact verbally with each other and express clearly their opinions. These skills transfer to other subjects and in these ways RE contributes well to the Christian character of the school and to the pupils' spiritual, moral and social development. RE teaching is at least good and often outstanding with pupils given a wealth of creative experiences to consolidate learning. They particularly enjoy when these are linked to practical activities such as art, craft and drama. All pupils progress well in RE and are working in line with age expectations consistent with their progress in other subjects. RE is comprehensively planned with learning objectives differentiated to provide three levels of success criteria. Pupils are encouraged and expected to choose to challenge themselves to achieve their own full potential. This has led to pupils thinking and reflecting more deeply before producing outcomes. RE is taught for the approved amount of time and Christianity weighting. New assessment procedures have been developed in conjunction with the RE diocesan advisor. Due to the school preparing for the RE quality mark assessment, an improved rigour of RE monitoring and evaluations by governors is now in place.

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

The school's headteacher, deputy, RE subject leader with the very effective support of the governors, powerfully direct the Christian vision for the school both explicitly within policy and implicitly within the practices of the school's daily life. In this way the church school distinctiveness is articulated clearly, understood well by all stakeholders and promotes pupils' achievements in both academic and personal aspects of their lives. Governors planned strategically to support this vision by forming the federation with two other VA schools in a trust linked strongly with the diocese and so maintaining these valuable links and resources. The ethos committee evaluates all aspects of church school distinctiveness, listens to pupils' views and shapes direction for development. Governors promote future leadership across church schools by giving all staff opportunities of working with other church schools and undertaking diocesan training for their roles within a church school. The governors ensure RE & CW meet the statutory requirements. The development issues from the last inspection have been fully implemented. All staff strive to model the school's expectations of their role in this Christian community. Following from the Christian theology of the leadership that everyone is within God's love, positive action is taken by staff to ensure that the worth, respect and well-being of each individual in the school community, is upheld. Parents value the "family" community where their children are known individually and their needs provided for. Parents also appreciate the approachability of the deputy and staff. The school has a very positive relationship with the diocese and willingly undertook to pilot RE initiatives such as the new curriculum and assessment system.

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