

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hindlip Church of England Voluntary Controlled First School

Vision

At Hindlip Church of England First School we are deeply committed to serving with grace, giving our very best to every individual within our school community, to enable everyone to flourish. 'Grace is a gift from God.' (Ephesians 2:8). We reflect God's gift of unmerited favour through love and forgiveness.

Strengths

- The deeply-rooted Christian vision empowers this highly effective school. It influences school life and enriches the lives of pupils and adults, who are enabled to flourish.
- The relationships within school are exceptionally strong. Inspired by the vision, leaders ensure staff wellbeing is a high priority throughout. The culture of nurture and care permeates through the school.
- Collective worship is central to the spiritual life of the school. It offers reflective opportunities, fostering spiritual growth for both pupils and adults.
- Strong collaborations with local churches and the diocese enhance the effectiveness of this church school. These partnerships strengthen relationships and enable pupils and staff to flourish.
- Religious education (RE) is passionately led. The thoughtfully planned curriculum ensures pupils have a good understanding of non-religious world views as well as world faiths, including Christianity.

Development Points

- Extend opportunities for pupil-initiated social action, in order to foster increased spiritual growth and moral responsibility.



Inspection Findings

Hindlip Church of England First School exudes a warmth that embraces those who enter. This school is a caring and welcoming place at the heart of its community. Leaders deeply understand and support the needs of both pupils and staff. The school's Christian ethos, focusing on serving with grace, is embraced wholeheartedly by the school family. This thoughtfully developed vision is intricately woven into aspects of daily school life. This creates an environment where pupils and families feel valued and supported. They comment saying that 'school is a happy place.' Hindlip fosters a compassionate, inclusive environment rooted in Christian values, which pupils learn from biblical teachings and apply in their lives. The school's vision creates a culture of love and respect that enriches both pupils and families. Parents and carers see their children thrive in this nurturing atmosphere, while staff feel valued and supported both personally and professionally. Relationships flourish, empowering individuals to reach their full potential, inspiring development and a shared sense of purpose.

The school's vision forms the bedrock of its curriculum, ensuring that each child can engage fully in learning through a range of tailored support. Robust systems, including targeted interventions, nurture groups and adaptive learning environments, allow pupils to thrive. Difference is celebrated and accepted. Staff align subject plans with the school's values. Pupils often share that these values inspire perseverance in learning, stating that 'we need to learn from our mistakes'. Carefully crafted learning experiences address the diverse needs of pupils, particularly those with special educational needs and/or disabilities (SEND). Staff foster a collaborative and inclusive environment where pupils feel a sense of achievement and belonging. Pupils are encouraged to reach their full potential and embrace their unique, God-given abilities. The outside environment is utilized as a calming and nurturing space. This enables pupils to develop spiritually and socially. By fostering a sense of belonging and care, the school creates an atmosphere where everyone is empowered to flourish.

Inspired by their vision, collective worship is a key part of the school day, bringing staff and pupils together. Individuals of different faiths and worldviews take up the invitation to take part. Reflection areas around school, both in classrooms and outside on the playground, enable pupils to share thoughts and prayers. There are many opportunities for spiritual development. Pupils can articulate that spirituality means being calm and being with everyone and everything. Pupils confidently talk about the prayer trees in each classroom, knowing they can use them if they want to pray to God. The well-planned worship programme draws its inspiration from the school's six core values. These are explored through a diverse range of stories, including many biblical texts 'we learn stories which tell us how to live.' A strong relationship between the school and church community exists. This partnership enriches the collective worship experience for pupils and adults involved. Regular worship sessions, led by representatives from the local church, are eagerly awaited by pupils. Pupils show a strong understanding of how collective worship aids their understanding of the lasting significance of Jesus' teachings in everyday life. Pupils have chance to evaluate worship, and their feedback contributes to the ongoing development of worship.

The school's vision fosters a nurturing and inclusive community, bolstered by robust relationships with their local federation and diocese. There is a strong commitment to wellbeing. Staff talk of 'everyone pulls together to make it work.' Adults appreciate working in a culture where they are valued and surrounded by caring colleagues. Pupils receive ample opportunities for nurture and support, which contributes to their excellent behaviour. This positive environment is fostered through guidance that teaches them how to navigate difficulties and resolve conflicts. Additionally, they are provided with the necessary time and space to develop meaningful, respectful relationships with their peers. Parents and carers are extremely appreciative of the love and care their children are shown from staff and other pupils. They talk about how the school values encourage pupils to respect and care for each other. Governors recognise the importance of wellbeing for both staff and pupils, and actively enable this. There are two identified wellbeing governors that staff reach out to when support is needed.



Pupils are provided with opportunities to express their views and have their voices heard. They eagerly take on leadership roles. This means they make meaningful contributions to school life by representing their peers. Pupils help to shape school development and support charitable causes. This involvement helps build their confidence and motivates them to seek out ways to make a change. Supporting charities is an important part of school life. However, pupils have limited awareness of injustices present in the wider world and the ways in which they can actively contribute to making a positive difference. Long-standing links with a school in Uganda provides opportunities for sharing of ideas, which enrich both communities.

School leaders have successfully established a high-profile and effective religious education (RE) provision. The curriculum is well-sequenced and balanced. This enhances pupils' understanding of various religions and other worldviews while encouraging them to engage with significant questions. Professional development, led by the RE lead and the diocese, builds teachers' confidence in supporting diverse pupil needs. Creative planning allows for varied learning experiences. This ensures that pupils, including those who have SEND or are disadvantaged, make good progress. Pupils express enthusiasm for RE, recognising its relevance. Personal reflection within RE lessons helps pupils to develop their own thoughts and ideas. This engagement fosters their understanding of RE's significance in today's world.

Information

Address	Droitwich Road, Fernhill Heath, Worcester, WR3 8RJ		
Date	23 October 2024	URN	116822
Type of school	Maintained Voluntary Controlled	No. of pupils	91
Diocese/District	Worcester		
MAT/Federation	Federated with Tibberton Church of England First School		
Headteacher	Alex Gromski		
Chair of Governors	Andy Clarke		
Inspector	David Dunn		