

DRAFT REPORT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hinton St George Church of England VC Primary School	
Address	West Street, Hinton St George, TA17 8SA
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
Let your light shine (Matthew 5:16)
Key findings
<ul style="list-style-type: none"> • At Hinton St George, strong leadership has developed a Christian vision that is known and understood by the school community. This is supported by a set of values that are deeply embedded. The vision and values are the lifeblood of this school, enabling pupils to flourish in their learning and spirituality. However, the theological depth of the vision has not been fully explored. • This is an inspiring and nurturing church school where all are treated with dignity and respect. A shared articulation of spirituality within the curriculum has not been fully developed. • Motivated by the Christian vision, collective worship is varied, valued by the school community and Bible-based. It encourages pupils to live out the Christian values in their daily lives. • Religious education (RE) is well-led and taught. The curriculum is carefully planned, enabling pupils to think about questions of meaning. Pupils talk knowledgeably about Christian beliefs and teachings, but they are less secure in their understanding of other religious and non-religious worldviews. • Governors have a good understanding of the school's Christian vision. However, systems for governors to evaluate the effectiveness of Hinton St George as a church school are not fully in place.
Areas for development
<ul style="list-style-type: none"> • Develop more robust systems of monitoring, to enable governors to evaluate the effectiveness of the school as a church school. • Construct a rich and engaging religious education (RE) curriculum, taking account of current thinking, in order to enhance pupils' understanding of a diversity of faiths and worldviews. • Identify a clearly stated understanding of spiritual development that is shared by all staff, enabling better planning and tracking of spiritual growth. • Extend opportunities for pupils to encounter a greater number of people from different faith and belief communities, increasing pupils' spiritual and cultural development.

Inspection findings

Hinton St George is a warm and welcoming village school which proudly lives out its inclusive Christian vision to 'let your light shine'. This vision is made real through the school's Christian values, which are understood and tangibly felt throughout the school community. Pupils have clearly absorbed the wisdom of these ideas. They apply them thoughtfully in their own lives and take them home to their families. Parents say there is a tangible 'magic of Hinton', which offers a welcome to all, creating a community centred on dignity and hope. However, leaders' articulation of the theology underpinning the school's Christian vision remains limited.

The school's understanding of itself, as a nurturing and supportive family, lies at the heart of what makes it a special place to learn. Children are guided by the motto to be the best they can be. The school community connects families, offers guidance, gives meaning, and provides material and spiritual support beyond its physical boundaries.

The headteacher is a team-builder. She leads by example, setting the pattern for others. Staff are proud to teach and work at the school. They feel valued, known and listened to, and this is reflected in strong, collaborative relationships amongst adults and children. Opportunities are provided for pupils to create meaningful friendships and follow pathways that enable them to achieve educational, personal, and spiritual growth.

Staff pride themselves on ensuring they have a clear understanding of pupils' needs. Parents seek out the school because of the curriculum support it offers, including to those pupils who have special educational needs and/or disabilities (SEND). Emotional literacy support staff make provision for pupils deemed to be vulnerable. They ensure that these pupils can engage in the learning activities and in the wider life of the school. Staff have a well-developed understanding of the effects trauma can have on children's behaviour. They are skilled in establishing classroom learning environments that enable pupils to manage their own feelings and emotions.

Motivated by the vision to 'let your light shine', leaders have made good progress in taking the school forward over recent years. Key to this has been the introduction of a new curriculum. This has been chosen because of its progressive approach, and its suitability for mixed age classes. Staff have established strong partnerships with other schools and educational providers, drawing in important expertise and pedagogical support.

Focused through the curriculum, pupils are encouraged to consider issues of injustice and the needs of others. The school council is active in its support for a variety of charitable causes from the local to the global. However, limited opportunities are available for the expression of courageous advocacy, where pupils speak out bravely on behalf of important causes.

Governors are focussed on ensuring that the school's vision to let your light shine is fulfilled. They exhibit a good understanding of the school in the context of its wider community and the need to make provision for a rich curriculum. The governing body exhibits a diverse set of skills and interests, and governors are up to date with training from the Diocese.

Governors and leaders engage in fruitful informal communication to ensure the effectiveness of the school as a Church school. However, systems for the regular and consistent monitoring and evaluating of these aspects of school life are not in operation. The Christian distinctiveness group has carried out some monitoring work, but there is lack of coherence in its processes.

The inclusive nature of collective worship is valued by pupils and adults as a time to share, reflect, and celebrate. The vision of 'let your light shine' is lived out together through story,

song and prayer, offering dignity and value to all. Pupil worship leaders meet each half term to reflect on and evaluate their collective worship experiences.

An emphasis on a different Christian value each half term provides a focus for stories and topics which connect to the lives of pupils. Pupils take pride in their involvement in the planning and delivery of worship.

The school is well supported by local clergy, whose committed care is hugely valued by all, including parents. Clergy regularly lead worship in school, bringing a depth of Christian awareness and the offer of encounter with the teachings of Jesus. School collective worship services are held in the parish church at least once a month, including the marking of events such as festivals and remembrance. Staff regard the church as a valuable resource for teaching about Christianity in RE.

The skilful provision of forest school activities gives pupils powerful opportunities to develop their appreciation of, and connection with, the natural world. Although some provision has been made, pupils lack significant opportunities to engage with people from diverse faith and cultural backgrounds.

Spirituality is understood by staff in a variety of ways, giving opportunities to create a sense of enjoyment and fascination in learning about ourselves, others, and the world around us. However, a shared understanding of spiritual development across the curriculum has not been fully articulated by leaders.

There is evidence of careful curriculum planning in RE, led by the vision to 'let your light shine'. However, there is insufficient encouragement for pupils to develop philosophical or sociological approaches to their learning. RE teaching is engaging, but the school's curriculum is insufficiently challenging or progressive, and overly focussed on a narrow understanding of the subject. Pupils talk confidently about topics relating to Christian beliefs and practices and they are able to connect their learning across units. They are able to explain how prior learning influences their current understanding, but they are less certain in their grasp of other world religion traditions and non-religious worldviews.

Information			
School	Hinton St George Church of England VC Primary School	Inspection date	8 November 2022
URN	123762	VC/VA/Academy	Voluntary controlled
Diocese/District	Bath & Wells	Pupils on roll	83
Headteacher	Charlotte Hall		
Chair of Governors	Sarah McEvansoneya		
Inspector	Edward Pawson	No.	904