

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hatch Beauchamp Church of England VC Primary School	
Address	Hatch Beauchamp, Taunton, TA3 6SQ
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
<p>We are a gateway through which children travel on life's journey with confidence, compassion and courage.</p> <p>We seek to be an agent for change in our world; living with joy and hope.</p> <p>We desire that all will enjoy life to the full.</p> <p>We empower children to be curious, enthusiastic challenge-seekers.</p> <p>We believe children flourish because there are no walls to our learning.</p> <p>Our vision guides how we build relationships.</p>
Key findings
<p>The desire for all to 'enjoy life to the full' has driven the staff team at Hatch Beauchamp to build a loving, welcoming and inclusive environment in which pupils and their families are beginning to flourish.</p> <p>The school's Christian vision, rooted in John 10: 10, is known and understood by leaders. Although the theological underpinning of the vision is evident in all supporting documentation, it is not explicitly reflected in the vision statement. This limits the wider profile of the vision within the community.</p> <p>The impact of the vision is informally monitored by school leaders but there are no rigorous systems in place for monitoring how the vision supports the flourishing of pupils or adults within the school community.</p> <p>As an expression of the school's vision, provision has been made to support the spiritual flourishing of pupils through collective worship. However, opportunities for spiritual development within the curriculum are not identified and planned for.</p> <p>To support pupils flourishing within religious education (RE) staff focus on making the subject accessible and engaging through adopting a creative and practical approach.</p>



Areas for development

Revise the school's Christian vision statement so that it aligns more fully with the theological underpinning that is already in place.

Develop a systematic approach to monitoring the impact of the school's Christian vision.

Implement the recently developed spirituality policy to ensure that there are greater opportunities to support the spiritual flourishing of both adults and pupils.



Inspection findings

After a period of significant turbulence, The Redstart Learning Partnership has brought stability to this small school. Expertise across the Trust is being shared, resulting in improvement which is beginning to have an impact. The school enjoys a positive relationship with both the trustees and the Diocese. It also engages well with local businesses within the village who together support one another for the benefit of all within this small and close-knit community.

The desire for all to 'enjoy life to the full' has driven the whole staff team at this village school to build a loving, welcoming and inclusive environment in which pupils and their families are beginning to flourish. Pupils identify that friendship is extremely important to all members of this community and they readily show kindness and respect to one other. All parents recently surveyed agreed that their children are happy to come to school and this is reflected in attendance figures which are above national. Parents appreciate the care and commitment of staff in supporting their children's academic development. Provision for pupils with special educational needs is carefully planned, with a range of intervention programmes in place. There is a sense that teachers go above and beyond, such as the example given of one teacher who daily delivered and collected work to a family during the pandemic. School leaders and staff have worked hard to foster an inclusive environment in which all members of this diverse community live and work well together. Parents describe the care and compassion evident within this community and speak of the unity they share together. This is a place where all are truly welcomed and treated with dignity and respect.

Leaders know and understand the vision and explain how it links with the 'hatch' (gate) and cross on the school logo, representing a gateway to 'life to the full' for pupils at the school. Although the theological underpinning of the vision is evident on school documentation and spoken of by leaders, it is not strongly captured in the vision statement itself. This limits the wider profile of the vision within the community. The school's original associated values are well known by the pupils and embedded in their daily life. They are beginning to develop a greater understanding of the trust's values which align tightly to the Church of England's vision for Education. The impact of the vision upon the lives of pupils and adults within the school community is informally monitored by school leaders who pay good attention to pupil voice. Currently the lack of formal monitoring systems mean that leaders have a weaker understanding of the impact of the vision upon the flourishing of pupils and adults within the school.

The school has a positive relationship with their local church and is well supported by the clergy and youth worker both of whom regularly lead collective worship and provide a visible presence within the school. Pupils and their families feel welcomed and included at the church and enjoy attending services to celebrate key Christian festivals. Some members of the congregation also support worship in school through weekly visits to 'open the book' where Bible stories are introduced and shared. This strengthens pupils' knowledge and understanding of biblical teaching. Pupils further develop a simple understanding of the trinitarian nature of God through their regular opening prayer where three candles are lit to represent the three members of the trinity. Prayer is an integral part of school life and pupils recognise the importance of it in their own lives. They often write and say their own prayers, in addition to joining in with prayers known to them such as the school prayer and lunch time



prayers. Pupils particularly enjoy planning and leading aspects of collective worship and like the opportunity to be more actively involved. Worship is a significant part of the school day when pupils and staff come together as a school family. It is carefully planned, and pupils are inspired to think deeply about a key question each week so that worship can make a positive difference in their lives.

Beyond collective worship, there are some opportunities for supporting the spiritual flourishing of pupils through the use of their classroom reflection areas and the Labyrinth sensory garden. The impact of this is unclear. Opportunities within the curriculum to support the spiritual development of pupils have not been identified and although a spirituality policy has recently been developed, it is yet to be implemented.

The RE curriculum ensures coverage of Christianity and a range of major world religions. Planning is built around the 'Understanding Christianity' resource and the locally agreed syllabus. Teachers know their pupils well and ensure that active learning in religious education enables a greater level of pupil participation. To support pupils flourishing within the subject, staff focus on making RE accessible and engaging to all pupils, including the most vulnerable. This creative and practical approach to the teaching of RE was evident in the creation of a Kosher meal, seen during the inspection. Staff are well supported by the school's own RE subject leader, but there are limited opportunities for teachers to receive high quality, external professional development in the subject.

As stated in the school's vision 'our vision guides how we build relationships'. As a result, pupils relate very well with people of all ages within school, forming a happy and inclusive community. They have a well-developed understanding of compassion and readily demonstrate this to others within their community. One teacher explained, for example, how pupils quickly volunteered to help after seeing their teachers serve lunches and tidy up the hall each day during the pandemic. As a result, hall monitors have been introduced to provide regular support for the staff. This sense of compassion has extended beyond their school and into their local community through the link formed with their local residential care home. Pupils enjoy playing games, singing, reading and performing plays to the residents. In addition to this local support, pupils actively raise funds for a range of national charities throughout the year and are beginning to take small steps in becoming more aware of the wider world in which they live.



Information			
School	Hatch Beauchamp Church of England VC Primary School	Inspection date	7 November 2022
URN	145842	VC/VA/Academy	Academy
Diocese/District	Bath & Wells	Pupils on roll	34
MAT/Federation	The Redstart Learning Partnership		
Head of school	Joanne Crocker		
Chair of Trust Board	Suzanne Flack		
Inspector	Jayne Pavlou	No.	628