



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hopton Church of England Primary Academy	
Address	Coast Road, Hopton-on-Sea, Great Yarmouth, NR31 9BT

School vision

‘I am the good shepherd; I know my sheep and my sheep know me - just as the Father knows me and I know the Father.’

Our Church school inspires everyone to believe in their ability to succeed through learning in a joyful and encouraging Christian atmosphere. We encourage our children to develop respect and compassion for others so that they learn as much as possible and achieve their individual potential. Inspired by the Parable of the Lost Sheep, which tells us that each individual is valued by God including those who may get lost along the way, we recognise that it is our duty to give each child and adult the very best equality of opportunity and to enable each member of our school family to flourish and grow.

School strengths

- Leaders have established a vision, firmly rooted in biblical teaching, that is very relevant to the local context. Consequently, pupils and the wider community are thriving.
- The Christian vision and associated values underpin the breadth of the curriculum and how it is adapted to meet the needs of all. The core value of equity is demonstrated through ensuring those who need additional support receive it.
- This school is greatly enhanced as a Church school by strong, mutually beneficial partnerships with their local church and community. These relationships give pupils a better understanding of how to live by their Christian values and a meaningful context for prayer.
- Through a vision, which nurtures relationships, each member of the school community is known personally and supported individually to flourish here.
- Religious Education is very well led with a comprehensive approach to planning and assessment. This ensures that pupils are challenged effectively in their learning. Pupils value the opportunity to learn about a range of world faiths, including Christianity.

Areas for development

- Extend further the robust school improvement planning and governance evaluation systems to include the trust. This is to ensure that the vision is shared more widely and given more prominence with all partners.
- Strengthen the understanding of spirituality, so it can be mapped across the curriculum and further develop spiritual growth of pupils and adults.

Inspection findings

The Christian vision at Hopton Primary is rooted within the Bible and lived out through five core values that show care for the entire community. The local governing body ensure the school is as effective as possible in living out its vision. They do this through monitoring and evaluating what is happening in school, as well as listening to pupils, parents and staff. They work with school leaders to make development decisions that are driven by the school's Christian vision. For example, providing the pastoral room with skilful dedicated staff was a bold financial decision by leaders. It was made to support pupils and families and 'to enable each member of the school family to flourish and grow'. The trust does not have a sufficiently regular means of collecting evaluation evidence from the local governing body to monitor the school's effectiveness as a Church school. Nor does it prioritise evaluating the development of this Church school within improvement planning. As a consequence, the trust has limited information on the vision's impact and how the school plans to enhance its Anglican foundation. All staff benefit from well-planned training with the diocese, in networks set up through the trust and beyond. The encouragement from all leaders to be outward looking, results in staff being confident and skilled. They are well equipped to support other adults and pupils to thrive.

The school's curriculum is inspired by the Christian vision. Staff guide pupils in their learning and encourage pupils to reflect on the 'big questions'. They think deeply, making connections in their learning and to the world around them. Whilst the school has a shared understanding of spirituality, it lacks depth. This limits the extent to which learners can express the impact of these moments on their own spiritual development. Training from the diocese earlier this term has ensured staff are confident to develop it further. The support for pupils with special educational needs and/or disabilities (SEND) is finely tuned to meet the needs of each individual. This is because the school knows everyone well. Staff have a breadth of skills, so they support pupils with a focus upon equity of provision.

Collective worship is a spiritual moment in the life of the school. It is when pupils learn more about Christian values and how they are lived. Worship is enriched by its very strong relationship with the local church and its community. As a result, its structure remains the same each day but varies in content or approach, so that it is deeply engaging. Pupils speak enthusiastically of Bible stories, especially when they are involved in 'Open the Book' worship. This is when they are skilfully guided to act out a Bible story. They learn how the current Christian value they are studying is represented in the Bible. Pupils have a number of different responsibilities at this time of day. One of these involves collecting pupils' evaluations of worship. Moments of stillness for reflection or prayer are intrinsic to worship. Pupils often volunteer their own spontaneous prayer, as they recognise the power of 'togetherness' when they are talking to God. Pupils speak of the sense of calm they feel after worship. Prayer is valued throughout the school day. Pupils often write their own prayers which may be used in whole school or class worship. Prayers can be shared with others to read on the prayer tree inside the school or in the prayer garden outside.

Leaders have established an environment that is inspired by the Christian vision, where members of the school community care for each other. Behaviour is good at Hopton Primary Academy. On an occasion when it may fall short of expectations, it is managed using a restorative and positive approach. Relationships are good because the Christian values are a lived reality here. Staff unconsciously model how this vision looks through the strong bond that exists between them. All leaders recognise that unless the entire school community feels safe and cared for, they cannot thrive. As a result, pupil and adult wellbeing is a priority. The personal, social and health education (PSHE) curriculum is a bespoke scheme which supports wellbeing. It was developed following consultations with parents, pupils and staff so that it works for the entire community. By developing 'Beach School', staff have ensured there is time for mindfulness. This gives pupils the opportunity to

celebrate their local environment and explore their creativity.

The school's Christian vision fosters a culture of justice and responsibility. The school recognises that it has an important role to play in the village. It has developed a strong relationship with the local care home. It began through pupils learning what dementia could look like. This progressed through meeting the residents and learning how pupils could help. Pupils put together hampers with appropriate gifts. Their involvement with the care home led them to win a national award. This link has blossomed into a strong partnership that is mutually beneficial to the residents of the care home and the staff and pupils of the school. The school's curriculum and worship resources teach pupils about key historical figures who have been agents of social change when faced with issues of justice and equality. Pupils have responded to local, national and global issues. Occasionally, they follow the lead of the staff at school but often their actions are a personal response. For example, pupils raised a significant amount of money for the Ukraine appeal using their own initiative and demonstrating how deeply they cared about the situation.

The RE curriculum focuses on clear progression and sequenced, balanced coverage of knowledge and skills. Pupils explore a range of religions and worldviews effectively and at depth. A strong collaboration with the trust and diocese, enables the school to further develop achievements within the RE curriculum. The impact of this work is seen in staff's subject knowledge. As a result, pupils are taught and challenged well in the subject. They have good religious literacy and assessments show that they meet age related expectations in their progress. Pupils value the subject and recognise it enables them to develop an understanding of the diversity of faiths and beliefs. Pupils enjoy the challenges of answering 'big questions' and feel school is a safe place to explore what they believe. School leaders prioritise RE, placing it at the core of the curriculum. The outward looking approach of this school has led to a RE leader whose expertise is valued beyond this school because of the support they provide to others.

The inspection findings indicate that Hopton Church of England Primary Academy is living up to its foundation as a Church school.

Information			
Inspection date	11 December 2023	URN	146061
VC/VA/Academy	Academy	Pupils on roll	184
Diocese	Norwich		
MAT/Federation	DNEAT		
Headteacher	Kellie Egleton		
Chair	William Crawshay		
Inspector	Christina Galletly	No.	975