

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cam Hopton Church of England Primary School (Voluntary Aided)

Address	Hopton Road, Upper Cam, Dursley, GL11 5PA		
Date of inspection	23 May 2019	Status of school	Voluntary Aided Primary
Diocese / Methodist District	Gloucester	URN	115676

Overall Judgement	Grade	GOOD
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	GOOD
The effectiveness of religious education (RE)	Grade	GOOD

School context

Cam Hopton is a primary school with 206 pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school remains a good school following a short inspection by Ofsted in March '19.

The school's Christian vision

'Life in all its fulness'.

At Cam Hopton CE Primary School, we are committed to providing a safe, positive environment where individuals are happy and resilient learners and the best they can be. Rooted in our Christian values, the whole school community works in partnership to achieve this vision.

Key findings

- Cam Hopton is an inclusive, caring community where all are seen as special to God. The new vision is leading pupils to understand their uniqueness and fulness of life.
- The headteacher has worked with enthusiasm and determination to promote and embody the Christian character of the school. She is regarded well by all in her school community.
- Pupils have a good understanding of the biblical roots of the school's Christian values and can explain how they make a difference to their behaviour and relationships.
- The support of the vicar and local Christian community is having a significant impact on worship and personal spiritual development.
- The highly-skilled and enthusiastic subject leader for religious education, is driving improvements across the school; developing staff skills in teaching and learning.

Areas for development

- Develop pupils' leadership skills, so that they regularly plan and independently lead the whole-school in acts of worship.
- Develop progressively challenging opportunities for pupils to reflect more deeply on the impact values have on their lives.
- Develop strong systems to assess the impact of the newly-created vision and values, to ensure the current rate of progress is sustained.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Cam Hopton is a caring, inclusive Church school, led by a passionate and committed headteacher. Together with governors, she has worked with the school community to review and revise the Christian vision, rooting it in biblical theology. The implementation of the newly-created vision statement of 'life in all its fullness' has been overseen by members of the vision and values committee and supported by the vicar. They have worked hard with the headteacher to promote this throughout the school community. As policies are reviewed, governors ensure they reflect the Christian vision and associated values of the school. The whole school community has embraced the vision and leaders are committed to enabling pupils to live it out as they learn and grow together. Children respond to this provision with enthusiasm and determination. As a result, pupils achieve well at this school and want to be the 'best they can be'. This is seen in their attitudes to learning and their supportive relationships with each other. Attainment across the school is good. Over time standards have risen, with more pupils reaching the higher levels in reading, writing and maths. Disadvantaged pupils are also making good progress, which reflects the school's vision and is enabling all to flourish academically. Progress is in line with national averages. Whilst governors take an active role in monitoring the Christian vision of the school, robust systems to evaluate its impact are not yet fully in place.

Pupils have been significantly involved in the choosing of core Christian values. This has created a real sense of ownership as they live them out daily. Values are rooted in biblical text and pupils make links to them. Leaders use the vision and values when making important decisions, particularly when developing the school curriculum. For example, teachers linked the school vision to their teaching of poetry. This resulted in pupils creating moving poems, which detailed personal reflections on the vision. This activity enhanced the spiritual development of pupils. Links between the Christian value of perseverance and provision for resilience, are having a good impact on pupils' mental health and well-being. They see the importance of not giving up when challenges arise in learning or life and supporting each other to do the same. This has brought about a harmony amongst learners and adults in the school, creating a fully inclusive environment where all pupils feel safe and able to flourish. Consequently, vulnerable pupils are also able to make good progress because they are highly valued and provided with appropriate support to meet their needs. This is a view shared by parents, who are particularly grateful for the way in which all adults support their children, both academically and pastorally. One parent was particularly moved when she discovered the way in which the headteacher took time to meet with her child, following a difficult period. This is just one example of how school leaders live out their vision through offering guidance and support to all.

Behaviour of pupils is at least good. They attribute this to the school's Christian values and the importance that they place on each other as valued individuals. They explained that bullying is rare, but that adults are always available to talk to if they have worries in their lives or in their friendships. The value of forgiveness is therefore seen as important to pupils. Members of the school council said that teachers help them to forgive 'because they demonstrate forgiveness themselves'. They explained that this is an example of how the Christian vision is demonstrated. As a result of good behaviour, attendance is good because children enjoy coming to school. As an extension of their care and commitment to the school's vision, staff have put effective systems in place to support families and pupils when attendance issues arise. Exclusions are very rare but handled with sensitivity and in an attitude of dignity and respect for the pupils and their families.

Collective worship provides a safe moment in the school day for all to develop spiritually. It brings the school together to reflect on their Christian values and link their vision to biblical teaching. It is enriched through the support given by members of the local church community, who deliver the 'Open the Book' material each week. Since her arrival, the vicar has been instrumental in developing the spiritual life of the school. She has worked with pupils to create a Worship Council and has supported them to evaluate worship and lead aspects of Church services. This was an area to develop from the previous inspection. However, pupils say they would like to be much more involved in regularly leading and planning whole school worship. This is an area that the school acknowledges needs strengthening. Prayer is important at Cam Hopton. Spaces to pray and reflect are punctuated throughout the school environment. A spiritual garden and sensory garden have been created to provide pupils with outdoor spaces to pray or reflect. Pupils say that they are good places to come if they want

to think or 'just be still and pray to God'. Classrooms also provide a focus for prayer and reflection. Books detailing activities pupils have taken part in to appreciate the awe and wonder of God's creation, also evidence the school's good work in promoting spiritual development.

Pupils at Cam Hopton show a great amount of compassion for others. This is seen in the charity work that they engage with. Through a long standing 'copper collection', pupils have supported the education of several children in other countries. This has touched the hearts of the whole school community, who have all contributed to this charity. Pupils talked with fondness of the way in which their charity work helped to give other children 'a better life and education'. They make good links between their actions and the school's Christian vision and values. One pupil said that their charity work helped other children to 'live a full life, so they can achieve their goals, like we can'.

Religious Education (RE) is extremely well led. Pupils talk with real enthusiasm for the subject and look forward to lessons. They are particularly excited about the many and varied activities that enable them to think critically and deeply about matters relating to religion and faith. As a result, pupils' skills for enquiry and analysis are developing well as they progress through the school. Reflecting the school's vision, teachers have created safe spaces within their teaching for pupils to talk about their own beliefs and viewpoints within an atmosphere of dignity and respect. Consequently, there is a richness to their discussion. Children were observed making links between their own beliefs and those of members of faith communities. Widening links with diverse communities so that pupils develop a greater understanding of other faiths and cultures was an area of development at the last inspection. To address this, the RE leader has developed 'faith weeks. These have provided additional opportunities to enable pupils to explore different world religions in depth. During these weeks, pupils have also encountered people from different faiths. This has broadened their understanding of difference and diversity within and between cultures. Pupils said that 'through learning about other religions, we learn to respect each other'. RE provision reflects the Church of England statement of entitlement.



The effectiveness of RE is Good

Effective monitoring of RE identifies areas that need strengthening and the RE subject leader is proactive in providing professional development to address these. The subject leader has undertaken diocesan training and attended conferences run by the local standing advisory council on religious education (SACRE). She has embraced the materials for Understanding Christianity and has led staff meetings to share good practice amongst staff. Teaching is therefore consistently good. This has resulted in standards that are in line with other core subjects. The progress of pupils working at a higher level in RE is sustained through activities that challenge their thinking at a progressively deeper level. This has been achieved through development of assessment practices, which closely match learning activities to pupils' abilities. This was an area for development at the previous inspection. However, the richness of pupil discussions is not captured in a way that enables their impact to be measured over time. Careful use of adults in class is also enabling vulnerable pupils to make good progress.

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