



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hooton Pagnell All Saints Church of England VA Primary School	
Address	Hooton Pagnell, Doncaster, DN5 7BT
School vision	
<p>Preparing pupils to flourish in their future. ‘Show me your ways, Lord, teach me your paths’ Psalm 25:4</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders are determined to ensure that the vision is made real through agreed Christian pathways. These have a positive impact on the personal development of pupils who are well-prepared to flourish.</li> <li>• In this school, there are no 'lost sheep'. This is because, inspired by the vision, adults and pupils act as shepherds to each other. Staff provide compassionate, sensitive care.</li> <li>• Nourishing relationships are built on genuine Christian love shared by the school staff with families and the wider school community. This love extends to others as pupils are motivated to support each other and a range of good causes.</li> <li>• Worship underpins and extends the school’s Christian vision when the whole school come together. It provides the opportunity for pupils to reflect on the link between words and their actions.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Those with governance responsibility should establish formal systems to monitor and evaluate the impact of the vision. This is to support leaders in further improving the effectiveness of Hooton Pagnell as a Church school.</li> <li>• Develop the staff’s understanding of, and approach to, spirituality. This is to deepen opportunities for spiritual development across the curriculum and in worship.</li> <li>• Improve the precision of the religious education curriculum and the approach to assessment. This is to enable teachers to provide greater challenge and build breadth and depth of learning over time.</li> </ul>	
Inspection findings	
<p>Hooton Pagnell All Saints is a school where Christian love and care are witnessed daily. The vision is rooted in the recently introduced biblical example of the parable of the lost sheep. This inspires adults and pupils, all of whom are treasured as unique individuals whose gifts are developed. Pupils delight in explaining the meaning of the parable from their perspective and how it informs their actions. As one pupil accurately said, ‘We are all important and we never leave anyone out.’ The associated six Christian pathways are well-embedded and act as a constant reference point throughout each day.</p>	

Hooton Pagnell is an improving school. Effective support from the trust has enabled the school's wider improvement journey. Support from the diocese has been instrumental in recent improvements in the vision-led approach of leaders. Local governors are aware of their role in preserving and enhancing the Christian foundation of the school. However, governor monitoring is not sufficiently systematic or robust. This limits their confidence in articulating the effectiveness of Hooton Pagnell as a Church school.

Senior leaders are uncompromising in their aspiration that all should flourish as part of a caring school community. Staff welcome the thought taken with their workload and wellbeing and the ample professional development opportunities provided. Education is deeply rooted in collaborative relationships between staff and parents who know each other well. Parents praise the school for the personalised care offered by staff, who go 'above and beyond' to meet the needs of each individual. Working positively together, leaders, staff and parents create a nurturing ethos which positively impacts the achievement of pupils.

The personal development of pupils is a strong feature of the school. Pupils' ambition for themselves and others is raised through the well-established pathways of aspiration, collaboration, curiosity, independence, resilience and faith. These Christian pathways inform curriculum choices and the school's approach to teaching and learning. The impact of these values on pupils is captured through half termly, school wide celebrations. Pupils behave well. They play together and look after one another at break times with older pupils caring for younger ones. The curriculum is organised under the umbrella themes of communication, culture, conflict and conservation. This leads to purposeful learning about the wider world and issues of injustice. Pupils extend their care by choosing good causes to support, for example, the local foodbank or Operation Christmas Child. Leaders have built times of reflection into the curriculum. Reflection spaces are provided throughout school but these are not used well. Opportunities for deeper spiritual thinking are sometimes overlooked.

The school is very effective in providing additional support for vulnerable pupils. Individual needs are sensitively addressed through leaders' early identification and subsequent targeted intervention. They ensure that arrangements throughout the day are tailored to support the most vulnerable. True to the lost sheep parable, staff are tenacious in ensuring that no child is left behind. This culture of valuing every individual has a significant impact on pupils developing self-confidence and encouraging aspiration. Such attention does not end with the staff. The school council successfully lobbied for a therapy dog. Maggie, now in training, is a much loved member of the school supporting the wellbeing of both pupils and staff. Through such actions, pupils learn how their voice can make a difference.

Whole school collective worship is highly valued and recognised as a special time. Each class brings a knitted sheep to the hall to create a small flock. This is an outward sign that all have to come together as a loved community. Worship leaders encourage those present to reflect on the core pathways, gospel stories and how they live out the vision. This inspires caring and respectful relationships across the school. A sense of focus and stillness is created at the start of worship through music and the lighting of a candle. Pupils understand that the candle represents the presence of Jesus. All ages readily participate in supporting parts of worship. Enthusiastic singing is a moving testament to the way worship supports the spiritual development of both pupils and adults. Invitational prayer is supported by regular opportunities at lunchtime and the end of the day. Pupils lack the opportunity to pray in their own way, should they choose to. This hinders spiritual growth for some. Not all staff have a clear understanding of spirituality. This leads to an inconsistent experience for pupils during times of class worship, impacting on spiritual flourishing. Leaders are aware that staff require additional training.

Pupils enjoy RE and demonstrate an informed and respectful understanding of a range of religions and worldviews. Leaders have thought carefully about the curriculum ensuring its high profile reflects the vision of preparing pupils for their future. As a result, pupils develop a breadth of knowledge about different religions as they move through the school. They keenly share how they debate ambitious themes, such as whether there are contradictions between faith and science. Teachers offer pupils a variety of ways to demonstrate and record their learning. This ensures that discussion and creativity are embedded into the curriculum alongside pupils' written work. However, the curriculum is not always clear on what pupils need to know at the end of each year. This hampers teachers' ability to check fully if pupils can explain religious ideas with sufficient precision. This limits pupil progress and affects the depth of challenge. Teachers are increasingly well-supported in their provision of RE by expert advice from the Diocese of Sheffield. For example, receiving support with the recent implementation of a recognised resource for the teaching of Christianity. This has improved the level of challenge and thinking in the subject, positively impacting on pupil progress. Leaders are rightly developing an approach to assessment to better inform teaching.

Hooton Pagnell All Saints is a school with Christian care for the individual at its heart. The vision and parable of the lost sheep motivates a school wide aspiration for every pupil and adult to flourish.

The inspection findings indicate that Hooton Pagnell All Saints Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	1 February 2024	URN	144536
VC/VA/Academy	Academy	Pupils on roll	83
Diocese	Sheffield		
MAT/Federation	James Montgomery Academy Trust		
Headteacher	Helen Thorpe		
Chair	Anna Steed		
Inspector	Darren Dudman	No.	2101