

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

Hanging Heaton Church of England VC Junior and Infant School	
Address	High Street, Hanging Heaton, Batley, WF17 6DW
School vision	
<p>'Let all that you do be done in love.' (1 Corinthians 16:14). Love for learning. Love for ourselves. Love for one another. Love for our world.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Hanging Heaton is a small school with a big heart. The Christian vision and accompanying values are characteristic of the lives of the whole school community. Adults and pupils have developed nurturing and special relationships and all flourish as a result.</li> <li>• Dedicated leaders have created a vision that drives school actions and policies. This has developed opportunities for pupils to learn well and succeed.</li> <li>• Collective worship is highly valued by pupils and adults, providing moments for spiritual flourishing. It encourages pupils to gain a deeper understanding of themselves and others.</li> <li>• Behaviour is exemplary. Important values such as humility and respect are demonstrated. The school provides good care and support for mental health. This allows adults and pupils to feel cared for during challenging times.</li> <li>• The school has created a number of different leadership roles through which pupils can exercise positions of responsibility, including worship leaders. As a result, pupils have gained important leadership skills.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend opportunities for pupils to think about and challenge inequality beyond their locality. This is to enable them to become advocates of change.</li> <li>• Enable more monitoring and evaluation of the Christian vision to be undertaken. This is to allow the school to improve and develop as a Church school.</li> <li>• Provide additional opportunities for pupils to explore a range of religions and worldviews through deeper and direct experience. This is to help them appreciate the practices, continuity and change within the religions and worldviews studied.</li> </ul>	
Inspection findings	
<p>The Christian vision, taken from Paul's letter to the Corinthians, is inclusive of all within this increasingly diverse community. Values, such as hope and humility, enable both pupils and adults to connect with it, regardless of religion or ethnicity. Inspired by the words of Paul, leaders have developed underpinning aspects of the vision, linked to the teaching of love: for learning, ourselves, one another and the world. Hearts displayed around school are completed by pupils to express how they would like to achieve aspects of the vision. They effectively demonstrate that pupils understand the vision. Every action by the whole school community is truly done in love.</p>	

Leaders ensure that the vision is embodied within all actions and policies implemented within the school. Motivated by the vision, they hold high expectations and this results in a strong work ethic. Leaders, including governors, monitor and evaluate the effectiveness of the curriculum alongside the initiatives within development plans. However, less frequent is the monitoring of the impact of the Christian vision. This limits the school's capacity to improve and develop as a Church school.

The curriculum, driven by the vision, is ambitious for all pupils. Regardless of ability or background, leaders hold equally aspiring expectations. For this reason, pupils with special educational needs and disabilities (SEND) or pupils facing learning barriers are provided with personalised support. They are included within all aspects of school life. Extra-curricular provision provides a variety of social opportunities. Subsequently pupil confidence, leadership and team building skills are enhanced. Parents appreciate being well-informed about what their children are learning in each subject, including religious education (RE). Encompassing the vision parents talk about their children being confident and demonstrating care at home because of the life skills generated at school.

Opportunities for spiritual development are not formally planned across the curriculum and possible opportunities are missed. The school's approach of 'windows, mirrors and doors' helps pupils to develop spiritually. Pupils record moments of spirituality within a class reflection book. This enables them to capture moments of curiosity and to consider both challenges in life and breath-taking moments. Pupils express awe and wonder as they discuss the creation of God's beautiful world.

Collective worship is treasured and inclusive of all. It provides experiences such as performances, songs and stories. This enables pupils and adults to spiritually flourish. Led by the vision, pupils are inspired. They talk about the meaning of 'whoosh' worship' that focuses on a specific biblical story such as Daniel and the lion's den through performance. Due to this, pupils develop an understanding of Christian beliefs and reflect on their own faith. Pupils refer to 'talk worship' and this impacts on them as thought-provoking questions and discussions occur. Chosen pupil worship leaders refer to the excitement of worship. They enjoy learning biblical stories, performing and questioning. In turn, this enables pupils to value and respect others. Staff appreciate time given in worship for reflection. They say it allows them to acknowledge their own thoughts, feelings and emotions. Acting in response to the vision, worship is evaluated by staff and pupils. Consequently, improvements are implemented. This is important as experiences of spirituality are further enhanced.

The school maintains a strong relationship with the parish church. Services provide meaningful opportunities for pupils to develop spiritually. Pupils reflect on their own personal beliefs and values. Working in partnership with other schools, staff and pupils have participated in a shared visit to the mosque. This was to pursue an area of common interest in understanding other faiths. However, these enriching connections are the exception and are not securely embedded in the curriculum. Influenced by the Christian vision the school has linked with the local Methodist church. As an impact, pupils gain experiences of different denominations within Christianity.

The Christian vision and supporting values create a calm, purposeful and nurturing environment. Exemplifying the vision, pupils are caring and kind towards one another. Their behaviour is exemplary. Pupil wellbeing champions (WBC) monitor the 'mood monsters' in each classroom and intervene appropriately if mental health is a concern. The WBC are trained to observe isolated behaviour at playtimes and provide 'buddies' for secluded individuals. Consequently, pupils feel confident to seek support. WBC speak about helping others to increase happiness. Relationships between all members of the school community are very positive. Guided by the vision the unique relationships provide effective support during difficult times.

Through the curriculum and young leaders, the school creates a culture of understanding justice and consequent responsibilities. Pupils understand the importance of challenging unfairness. Living out the Christian vision, the pupil eco heroes take an active role in looking after the future of our planet. Wrapping books in newspaper, clothes collections for the homeless and the creation of crisp pack blankets exemplify the work of this group. Through considering how to make the world a better place, pupils understand the importance of justice. Effective teaching helps pupils feel confident to express their own views about injustice and they promote causes that are meaningful to them. They act by collecting old shoes and clothes for the Yorkshire Children's Trust. The donations collected help families in challenging circumstances, such as poverty and illness. However, there are few opportunities for pupils to challenge inequality beyond their locality.

The diocesan syllabus effectively shapes the school's RE curriculum. Planning is sequential and this results in knowledge that is built upon each year. Pupils can therefore dig deeper with thought provoking questions. The curriculum offers opportunities for studying Christianity, world religions and worldviews. Pupils talk about the importance of learning about different religions and show respect and appreciation for them. However, pupils are given limited chances to explore world religions and worldviews through the enriching experiences offered in their study of Christianity. Pupils talk about making sense of religious stories that inspire their thinking and their imagination is challenged. They enjoy creating their own stories using morals from biblical texts. The RE leader attends and benefits from, relevant training events. This is successfully passed on within the school and helps to ensure that the subject knowledge and skills of the staff are up to date.

The inspection findings indicate that Hanging Heaton Church of England Junior and Infant School is living up to its foundation as a Church school.

Information			
Inspection date	2 May 2024	URN	107709
VC/VA/Academy	Voluntary controlled	Pupils on roll	138
Diocese	Leeds		
MAT/Federation			
Headteacher	Janet Potter		
Chair	Rebecca Beaumont		
Inspector	Lindsay Henderson	No.	2229