

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hever Church of England Voluntary Aided Primary School

Vision

Building the confidence and resilience to flourish. Our vision is to offer your child an outstanding educational experience through promoting our core values: Belonging Courage Perseverance Trust Compassion.

Hever Church of England Voluntary Aided Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders are unfailingly committed to the flourishing of pupils, adults and the wider community. The Christian vision drives decisions and actions.
- Relationships, built on trust, are key at Hever school. There is genuine compassion between pupils and adults which supports their flourishing.
- Strong partnerships between church and school unite each in their mission to be a Christian witness to the community they serve. The vision gives others the opportunity to 'step out of the boat' and try new things.
- Collective worship strongly underpins the Christian vision and values, and thoughtful adaptations are made to suit the context of the school.
- The ambitious curriculum, along with considerate decisions about how pupils learn, is shaped by the vision. This builds pupils' confidence and resilience.

Development Points

- Develop a shared understanding of spirituality informed by the Christian vision. In this way intentional opportunities will be provided for the children to reflect and respond.
- Strengthen opportunities for pupils to develop responsibility towards others within their school and wider community. This will enable them to make a positive impact upon their own lives and the lives of others.
- Provide further scope for revisiting a range of world faiths to deepen pupils understanding in religious education (RE).



Inspection Findings

Hever primary school's Christian vision is transformational, providing purpose and direction to the community. It is underpinned by the story of Jesus walking on water, Matthew 14: 22-33. Leaders have worked in partnership with the church to create a vision that serves the community and drives actions. Leaders, pupils, staff and parents are united in their shared language and understanding of the vision and values. This inspires hope and confidence in the community and drives change. Monitoring has shown consistency of expectations and teaching, resulting in improved standards. Parents report positively of the changes they have seen since the introduction of the vision. It sets high expectations for pupils and a tangible sense of belonging. Pupils have the confidence to try new things and are enriched by the educational experiences on offer.

The curriculum is intentionally ambitious with the aim of pushing pupils out of their comfort zone in their learning and their lives. Thoughtful adaptations to the curriculum take into account the context and needs of the pupils. Intentional plans are made to provide pupils with a range of 'outstanding educational experiences'. At present there is not a shared understanding of spirituality. This limits the planned thought-provoking experiences offered to pupils. There are 'in the moment' opportunities for pupils to respond to the world around them and to recognise the personal significance of events. The learning environment and resources ensure the most vulnerable pupils can access the ambitious curriculum. In this way they are enabled to flourish in their learning. The school provides a nurturing environment where all pupils are supported to be the best they can be as a collective and as individuals.

Collective worship is a central part of the day. It inspires pupils and adults to be confident, resilient and bold enough to speak out and try new things. Singing, silence, story and sharing all shape the format of collective worship. An individualised approach to collective worship ensures all pupils are included. Pupils are confident in the values and expectations and return to the messages of collective worship at various times during the day. Pupils have built the confidence to lead prayers at the end of worship on the themes shared with them during the worship. Pupils and adults recall with pride the special times of the year they celebrate by worshipping at the church. Harvest and Remembrance are key events that provide the opportunity for the staff and pupils to come together exercising their values of belonging and compassion. Leaders at every level work hard to build a strong sense of community. Close links with the church are important to the school community. Collective worship affords pupils and staff the opportunity to experience God's love through word and actions. Both speak positively of the impact this has on their lives.

Pupils are encouraged to be themselves, develop their own interests and to respond to the needs of others. Pupils ask questions and develop their own beliefs all in a culture of respect. The school has started to build a more outward facing culture, guided by their Christian vision and values. A recently formed partnership with a school in Malawi is inspiring pupils to enable others to share the rights they benefit from. The shared vision means that pupils are confident to lend their skills to leading the fund raising for the Umoyo Community Project. School leaders are creating partnerships that are genuinely reciprocal in order that pupils understand the value of demonstrating responsibility towards others. Pupils are living out the school values by exercising courage to share new ideas and exercise compassion to benefit others.



RE is led effectively and is well resourced. The implemented diocesan scheme of work provides structure and consistency of standards across the school. There are robust programmes of monitoring in place. Leaders have a range of evidence to show the impact the subject has upon pupils' knowledge of Christianity and their ability to make links with previous learning. Pupil and staff voice is gleaned to monitor the enjoyment and understanding in the subject. Governors are actively engaged in the monitoring of RE and speak knowledgeably about the subject. They are rightly proud of the level of pupil engagement they see in RE and the high quality learning in pupils' books. The RE leader maintains close links with the diocese which results in the RE leader being well informed about the RE curriculum. Leaders engage in training and disseminate this learning to all staff. In this way staff keep up to date with developments in the subject and ensure learning is relevant.

RE is taught well and teachers ensure lessons provide appropriate challenge from pupils' starting points. The diocesan scheme provides relevant learning opportunities for pupils to develop their knowledge. Pupils speak positively about the value of RE. They are exposed to a range of religions and non-religious worldviews. They demonstrate sound knowledge of Christianity and value opportunities to make personal responses, applying the learning from themes studied. At present there are not enough opportunities for pupils to revisit learning of world faiths. This limits pupils' depth of understanding in religions other than Christianity. Activities in RE are designed to allow pupils the opportunity to reflect and form their own views on the learning they have experienced. Pupils work is of a high quality and they are respectful in their discussions. They naturally link learning to their vision of being confident and resilient. Leaders are visionary for RE and ensure it is so that lessons are ambitious and pupils make good progress.

The vision and culture here is highly inclusive. This is a place where pupils and adults flourish confidently because leaders model treating others well and care for people as individuals. Pupils and adults are intentionally looked after. Governors understand the day to day role of the school as well. This informs their views when encouraging and challenging leaders to drive the Christian vision of building confidence and resilience. This in turn enables the community to flourish. Families are given support in difficult times and see Hever as a place of belonging. Pupils, parents and staff recount numerous ways the school, including the wider community show them compassion and care. Collaboration is encouraged. Pupils value the opportunities the buddy system provides and teachers are better off because of the chances to plan together and share resources. In this way people know that their wellbeing matters here. Pupils celebrate one another's achievements with genuine joy and interest. The vision gives people the confidence to 'step out of the boat' and try new things.

Information

Address	Hever Rd, Hever, Edenbridge TN8 7NH		
Date	26 November 2024	URN	118718
Type of school	Voluntary Aided	No. of pupils	156
Diocese	Rochester		
Headteacher	Helene Bligh		
Chair of Governors	Bridget Harris		
Inspector	Catherine Penfold-Attride		