



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2006**

# **DIOCESE OF LEICESTER**

LEICESTER LOCAL AUTHORITY

Hope Hamilton Church of England  
Primary School  
**Sandhills Avenue**  
**North Hamilton**  
**Leicester**  
**LE5 1LU**

**Inspection Date: 18<sup>th</sup> May 2009**

**Section 48 Inspector: Mrs Sheila Grice (No: 165)**



## SIAS Report Form

Name and address of school:	Hope Hamilton Church of England Primary School Sandhills Avenue North Hamilton Leicester Leicestershire LE5 1LU
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicester
Dates of inspection:	May 18th 2009
Date of last inspection:	September 25/27 2006
School's Unique Ref. No:	133962
Name of Head teacher;	Mrs Jacky Farnell
Inspector's name (with N.S. No):	Mrs Sheila Grice (No. 165)
<b>Context</b>	
<p>This relatively new school is located in Leicester with 304 children on roll. Over 40% of the pupils speak English as an additional language and a small number are at an early stage of English acquisition. The school has an above average number of children with special educational needs and the turnover of pupils is high. Although attainment at the end of KS2 is below average children do make good progress whilst at the school. Hope Hamilton Church which is based at the school serves the local community and supports the school.</p>	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of Hope Hamilton Church of England Primary as a Church of England school are outstanding.</b>	
<p>Hope Hamilton CE Primary school is a very successful Church of England school where Christian values permeate all aspects of school life. Children from all groups feel valued and special and the school makes excellent provision to meet their needs. There is an atmosphere of mutual respect where achievements and success are celebrated. The excellent relationships across the school, reflect the very strong family ethos. The vision 'Working together to realize our hopes and aspirations for every child' is evident in all aspects of school life.</p>	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• Clear Christian vision and exceptionally strong commitment to its Christian foundation of the Headteacher and senior leaders</li><li>• Inclusive nature of the school where all learners are valued, respected and feel special</li><li>• Collective Worship is of a high quality and has something to offer every child and adult</li><li>• Prayer is key to the life of the school</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Develop a more rigorous and consistent assessment of RE across the school</li><li>• Further involvement of governors in monitoring &amp; evaluating this as a church school</li></ul>	

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

The school is exceptional in nourishing, encouraging and challenging learners who are confident in expressing views and opinions, which are clearly rooted in Christian teachings. Children of all cultures and religions speak of feeling valued and special and they are happy, secure and confident. The Christian ethos of the school is embedded in school life and all aspects of school life are underpinned by the belief that God loves everyone as an individual. Children have a good understanding of the importance of this as a church school. One child said, "We have praying hands on our logo with different colours to represent different religions. The cross in the middle reminds us about Jesus and the rainbow means hope and the promise of a better life". Prayer is key to the life of the school and children are encouraged to say prayers both in assembly and at the end of the school day. There has been a strong emphasis on cultural development and close links with Palestine, Spain and Nigeria enhance children's cultural awareness. The use of peace tables in classrooms helps children to develop their relationship with God and also to resolve conflicts independently. The school has very good links with Hope Hamilton Church, which provides prayerful support for staff and children. One child described how this school is special because "Every Sunday people come here to pray".

**The impact of collective worship on the school community is outstanding.**

The school is committed to the provision of high quality collective worship that enriches the lives of the whole school community. It is clear that worship plays an important part in the life of the school as it enables the school community to worship and pray together. Staff sit on the floor with the children during assemblies to show that everyone is equal. Collective Worship is well planned linking in with the curriculum theme of the term. Strong Christian values underpin Collective Worship and staff speak enthusiastically about leading worship saying, "I love doing assemblies!" The priest leads worship each week and he is supported by a team of community workers. Children enjoy the "amazing stuff" presented by the PAIS team and they appreciate the opportunity to "Talk to God 'cos it helps us calm down". Worship is consistently and recognizably Christian, but the school is highly sensitive to the beliefs and traditions of those of other faiths, taking care to ensure that worship provides for all children's spiritual and moral development. Despite the many cultures and backgrounds of the pupils none are withdrawn from collective worship. In the act of worship observed, children were fully engaged throughout and enthusiastically joined in to answer questions. Singing and prayer played an important part in the worship with children encouraged to share their own prayers. The beautiful olive wood cross from Bethlehem, specially made for the school, provides an excellent focal point during worship time.

**The effectiveness of Religious Education is good**

Religious education is well taught, giving children a good understanding of Christianity and other major world religions. The scheme of work is matched to the diocese and local authority syllabus and lessons are carefully planned with clear learning objectives which are shared with learners. The religious education curriculum is inclusive and accessible to all children of different faiths and of none. Children love to talk about their own beliefs and practices and often bring in special artifacts or clothes to illustrate their importance. Children are proud of their own beliefs and act as 'experts' in their own faith. There are many examples of the way in which R.E. almost leads the curriculum, for instance in the topic on Black History when children learnt about inspirational people. The quality of teaching & learning is good and the subject makes a major contribution to children's spiritual, moral and cultural development. Children talk freely about God and the differences between faiths and beliefs. Children regularly write their own prayers and one child proudly shared his prayer which was displayed in the class prayer book. In two of the lessons observed children were thinking about the special Olympics and writing prayers for the athletes. Children were engaged and able to articulate their understanding of prayer. During the lessons children of all faiths clearly felt valued and respected. Younger children were learning to recognize how religious views help us to create a caring attitude and children were confident to share their views. The school has rightly identified more rigorous tracking of children's progress in R.E as a priority for further development. Good quality displays which illustrate Christianity and other faiths are evident throughout school.

**The effectiveness of the leadership and management of the school, as a church school is outstanding.**

The headteacher articulates a clear Christian vision for the school and she provides strong leadership. The coordinator for collective worship and R.E. is enthusiastic and committed. As a result of effective monitoring she has a good understanding of the strengths and areas for development. Foundation governors encourage and challenge the school effectively. The governors are fully involved in the role of monitoring all aspects of school life, although due to recent changes in the governing body the school has identified this as an area for further development. Children and adults speak confidently about the school's Christian vision, which is explicit in all public documentation. The school has made very good use of self evaluation, which provides excellent evidence to support their judgements. The involvement of parents in the weekly celebration assembly is valued by staff and children. Parents are regularly consulted over their views, both formally and informally, and the school responds to concerns raised. One parent praised the school's 'no blame culture' and likes the way children care for each other. There are very effective recruitment and induction procedures in place to promote the schools Christian character. The leadership effectively promotes a distinctive Christian vision for education and the school is well placed to continue to develop as a church school.