



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hope Brook Church of England VC Primary School	
Address	School Lane, Church Road, Longhope, GL17 0LL
School vision	
<p>‘Growing together with God’s love to bring hope to the world’.</p> <p>We want all members of the school community to continually grow in our learning and our understanding of ourselves, each other, and the wider world. We seek to do this together as an inclusive community where everyone is welcomed, valued, and nurtured. As a Church of England School, we are inspired by the message and actions of Jesus as he shared hope and love with all he met and spoke about the Kingdom of God.</p>	
School strengths	
<ul style="list-style-type: none"> • Hope Brook’s strong spiritual guidance coupled with their Christian vision begins with leaders and extends throughout the school community. This enables the effective transformation and flourishing of every individual as a child of God. • A cohesive staff team and governing body champion the vision daily. Consequently, children and families are loved in a nurturing environment. • Pupils show gracious compassion towards others. The vision drives an ethos of responsibility, caring and respect for all, including God’s world. • The strong partnership between the school and church strengthens the Christian ethos. This bond ensures the vision and values are lived out well beyond the classroom, and support the community. • Inclusive, inviting and engaging collective worship serves as a practical outworking of the vision. It successfully supports the spiritual development of pupils and adults. 	
Areas for development	
<ul style="list-style-type: none"> • Embed a consistent approach to feedback in religious education (RE). This is to enable pupils to respond, demonstrating their own deeper thinking. • Utilise the outdoor environment to provide rich spiritual experiences for pupils to explore. This is to enable further opportunities to enhance spiritual flourishing. • Continue to develop the knowledge and experience of the diversity of Christian worship around the world. This is to enable pupils to appreciate that God may be approached by different means. 	
Inspection findings	
<p>Hope Brook is a school where the vision serves as the focus in all that it does. With determined, spiritual leadership, the school creates an atmosphere in which pupils know they are loved and cared for. Pupils are motivated to work and grow together by a staff team fully inspired by the vision. This brings about frequent successes, both academically and personally. Experienced governors ensure the vision is at the heart of strategic planning. This results in bold decisions being made, such</p>	



as joining a multi-academy trust, enabling continuing flourishing. Monitoring the impact of the vision is conducted formally and informally. Surveys such as checking in with school personnel, alongside pupil voice activities, capture the impact of behaviour, attitudes, and activities. Consequently, the school community is empowered and embraces change as a united team. Through the school, eco, and worship councils, pupils have a say in how Hope Brook develops. The vision is seen in action daily, where students work with and support their peers. This fosters feelings of unanimity between them. Moreover, the school community unites to support and offer hope to families in financial or pastoral need.

The school's Christian vision is intrinsic to the curriculum. Teachers plan to ensure 'growing together with God's love' is the essence of learning. Pupils champion the vision which helps them to work as a team to solve problems. Younger peers learn about the vision and values practically. They physically wipe a slate clean when exploring forgiveness. Pupils who are considered to be vulnerable and / or disadvantaged are supported very well at school. Staff enable them to flourish by nurturing individual growth. Newcomers are welcomed and feel loved because the school community naturally promotes difference and diversity. Pupils demonstrate friendship at social times when they play games cooperatively. Enrichment activities are planned inclusively, to enable them to access a range of opportunities. Stargazing and museum trips are examples of events where pupils can think beyond themselves. Spiritual language is conscientiously introduced at age-appropriate stages. However, the outdoor spaces are not used extensively to further enable pupils' spiritual flourishing.

Daily worship is at the heart of the school day. It offers school members a warm, contemplative space to be together and celebrate God's love. Welcomed and led by pupils and staff, gatherings are invitational as well as being inclusive. Worship is rich and varied. It is planned around the Christian calendar, Bible stories, the vision and associated values. Pupils take key messages from coming together such as treating others as you wish to be treated. They make connections with their own lives. Offering to lend a sports kit so someone can play in a tournament, after being lent something themselves, is one example. However, pupils' understanding that Christians around the world worship in a variety of ways is limited. They find the 'Golden Glue' reflective assemblies an occasion to explore spiritually collectively. Partnerships with All Saints' Church and Gloucester Diocese impact positively. Through sharing good practice, developing spiritual growth through prayer is enhanced. The diverse nature of worship using joyous songs, engaging drama, video clips and moving music enriches pupils' spiritual flourishing.

Staff and leaders are deeply empathetic. They are unequivocal in sharing the vision to enhance the lives of all. Working with All Saints' Church to help reduce rural poverty encapsulates this. Parent involvement at school is high, such as lending drones and ladders for art events or developing the 'Pippins' Patch'. Community partnership activities nourish feelings of wellbeing. Good mental health is a high priority at Hope Brook. An open-door policy alongside governors and leaders who take the time to listen, supports high morale. Re-modelling the behaviour policy in line with the vision and citing biblical references makes a significant impact to pupils. Restorative approaches enable them to listen, respect and forgive each other if disagreements arise. However, these situations are rare as behaviour is exemplary. Parents champion how teachers are relentless in their pursuit of wanting the absolute best for pupils. 'The Nest' room and 'Hope Brook's 5 steps for good mental health' resource, is a testament to this. Consequently, pupil attendance is high, and families benefit from compassionate nurture by the school team.

Underpinned by the vision of 'bringing hope to the world', pupils have a secure understanding of their influence upon others. Singing at local care homes and collecting toys for the Salvation Army demonstrate how they are instrumental as positive citizens. Pupils take the lead in social action decisions. The school council decides on fundraising events and recipients, as well as supporting initiatives. Furthermore, individuals understand they can make tangible differences too. Donating

hair for the Little Princess Trust or putting money in a collection tin are examples. Learning about modern slavery allows pupils to explore ethical choices. They readily link this topic to biblical stories. Pupils extend their stewardship to God's world including classes fundraising to sponsor animals in danger of extinction. Furthermore, they often stop and litter pick when on their daily mile exercise.

RE contributes to the flourishing of every pupil. To ensure the curriculum is suitable, diverse, and well-balanced, teachers plan for pupils' needs. Engaging activities, such as using drama to teach the story of Noah, leads to a greater depth of understanding. Pupils are knowledgeable about a range of faiths and beliefs because they have access to a wealth of resources to support their learning. Puppets and small world toys are used with younger peers to enhance their enjoyment. As a result, pupils talk confidently about RE and can explain key festivals in a range of religions. Older peers take delight in activities such as 'Experience Easter' when they reflect and discuss their views. Leaders take steps to ensure RE has a high profile in school. However, marking and feedback to encourage pupils to think more deeply is not fully developed. Links with the diocese are strong. Participating in their training courses leads to staff being effectively supported in their role as RE teachers. Consequently, they use a range of strategies to provide challenge and depth to enhance lessons.

The inspection findings indicate that Hope Brook Primary is living up to its foundation as a Church school.

Information			
Inspection date	17 April 2024	URN	133395
VC/VA/Academy	Voluntary controlled	Pupils on roll	116
Diocese	Gloucester		
MAT/Federation			
Headteacher	Rosie Marks		
Chair	Lara Bloom		
Inspector	Carol Dougill	No.	2116