

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hardwicke Parochial Primary Academy

Vision

'Do everything in love' (1 Corinthians 16:14)

Hardwicke Parochial Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- School leaders evaluate the impact of the strongly rooted Christian vision with consistency and rigour. This ensures that the vision is firmly embedded in policy and practice. The vision shapes a culture in which pupils and adults flourish socially and spiritually within a highly inclusive and nurturing community.
- The school's vision is lived out through a strong culture of dignity, equity and inclusion. As a result, pupils experience a learning environment where they are known, loved, valued and supported. Consequently, they are enabled to flourish as individuals.
- Worship is invitational, inclusive and inspirational. It enables pupils and adults to reflect spiritually on how they live out the vision in their daily lives.
- The well-sequenced religious education (RE) curriculum is carefully and thoughtfully planned to suit the varying needs of pupils.
- Leaders have nurtured a culture of justice and responsibility that enhances pupils' ability to make ethical choices within their community.

Development Points

- Design a consistent approach to the use of assessment in RE. This is to enable staff to identify precisely the next steps for pupils' learning.
- Expand the understanding of spirituality across the curriculum, enabling it to be consistently identified and expressed by the school community. This will ensure that opportunities for spiritual growth are built upon in all subjects, for both pupils and adults.



Inspection Findings

Vision and Leadership

The school's biblically rooted vision is expressed through the Christian values of friendship, forgiveness, courage, perseverance, respect and service. It shapes every aspect of school life profoundly. The vision is inspired by the belief that all are created in the image of God. It aligns closely with the vision of the Diocese of Gloucester Academies Trust (DGAT). As a result, members of the school community flourish. Leaders, including governors and representatives of DGAT, monitor and evaluate the impact of the vision rigorously. Consequently, strategic decisions and daily practice reflect the school's commitment to dignity, care and inclusion. For example, recent changes to the behaviour policy promote restoration, encouragement and positive relationships. As a result, the school has developed a calm and purposeful learning environment in which pupils feel safe, valued and supported. Relationships between staff, pupils and families are strong because leaders prioritise wellbeing and nurture individuals effectively. This has contributed to improved attendance and positive staff morale. Consequently, the whole school community flourishes within a culture of trust, support and mutual respect.

Vision and Curriculum

The curriculum, including the extra-curricular offer at Hardwicke, is molded by the vision and suits the needs of learners. For example, pupils who speak English as an additional language are well supported to develop confidence and secure understanding. Curriculum content intentionally affirms diversity and difference because it reflects the belief that people are valued. DGAT provides effective support in shaping a curriculum that reflects the school's context and the needs of its community. Leaders use a well-established approach to evaluating the impact of the vision. They draw thoughtfully on pupil voice, staff voice and purposeful dialogue between school leaders and DGAT representatives. Consequently, leaders identify barriers to learning quickly and respond proactively through timely intervention for pupils and targeted professional development for staff. This responsive approach strengthens provision across the school and ensures that pupils and adults are well supported to flourish. The school's vision and values are woven into the curriculum. This allows time for personal reflection as well as discussion and debate within subjects. For example, in history and personal, social, health and relationships education, pupils discuss issues linked to justice and responsibility. However, leaders acknowledge that pupils and staff do not yet fully understand how spirituality is identified and expressed. This limits opportunities for the whole school community to recognise and value moments of spiritual growth consistently, across the curriculum.

Worship and Spirituality

Worship at Hardwicke is carefully planned and makes a strong contribution to spiritual development. It is joyful, inspirational, invitational and inclusive. The school's vision and values are used to support spiritual development within worship. For example, one of the values is explored through pupils' "courage capes". This helps pupils recognise the importance of perseverance and compassion in their own lives. As a result, pupils understand how worship influences their relationships and daily actions. Bible stories are used thoughtfully to encourage reflection and discussion. Consequently, pupils make mature links between biblical teaching and their own experiences. Time for spiritual reflection helps them embed the worship theme. This enables them to fully understand how the vision and the Bible impacts upon their everyday lives. Pupils particularly enjoy class worship, which they help to prepare. Close relationships with local clergy, church representatives and the school's chaplain mean that there are many different experiences on offer. These could be the Easter experience or spiritual days. The importance of these days to pupils' learning and personal spiritual development is highly evident. Pupils speak with confidence and maturity about the Easter story. They demonstrate a secure understanding of complex biblical concepts. Their accurate use of religious language reflects the depth of their learning. These experiences have a lasting impact on their spiritual understanding.



Vision and School Culture

People live well together and flourish at Hardwicke. The vision is palpable. Pupils show love and care towards each other in the classroom and at break. The nurturing ethos among staff is evident through open-door policies and the wide range of networks readily available to them. As a result, staff feel well cared for, valued and confident to seek guidance. This contributes positively to wellbeing, collaboration and morale across the school. Senior leaders have access to around the clock support from DGAT. Inclusion and wellbeing of the school community are a high priority for all leaders. The special educational needs coordinator and family support worker provide highly effective support for families. They enable access to external services. This includes practical help with paperwork and attendance at meetings. The school's vision to "do everything in love" is reflected in this approach. It ensures that families are treated with dignity, compassion and care so that pupils flourish. Pupils are known as individuals made in the image of God. Provision is carefully tailored to meet their specific needs. This includes arrangements such as a staggered start to the day, for those who need it. Guided by the vision, pupils considered to be vulnerable or disadvantaged benefit from regular, purposeful check-ins from leaders. This ensures they are nurtured and included within the life of the school community.

Vision, Justice and Responsibility

Leaders have expertly used the vision to create a strong culture of justice that enables pupils to make ethical decisions confidently. Pupils understand the importance of forgiveness in building positive relationships. Pupils speak passionately about treating others with love. They use the parable of the good Samaritan to explain how their actions should reflect compassion and kindness. This understanding influences the way they care for and support others in their daily lives. Each year group chooses an organisation to support that is meaningful to them. They communicate clearly with these various groups and explain why treating others well matters. In particular, pupils discuss the work of one of their charities, which values the importance of building positive relationships in the home. Pupils understand democracy and readily link this to British values. They elect the student council, and those pupils take their role and responsibility for the school seriously. They know that they are accountable to other pupils. For example, they wrote to DGAT to support improvements to an outdoor space. This is to provide a quieter environment for pupils who may need it. Pupils know that they have a voice. They use it to respectfully advocate for others, helping to create an equitable community.

Religious Education

The well-sequenced and balanced RE curriculum is accessible and appropriately challenging for pupils across all key stages. Hardwicke meets the expectations in RE in a Church school. Subject leaders monitor and evaluate curriculum planning in the subject carefully. Any necessary changes are implemented quickly. RE planning is collaborative across DGAT. Leaders support staff to deliver high-quality, well-resourced lessons. Support and training from the diocese, accessed through leadership learning hubs, strengthen leaders' expertise. This contributes positively to strategic subject improvement. Lessons are created to include cross-curricular links. They thoroughly cover Christianity, Judaism and Islam and develop further understanding of world religions and world views.

The quality of teaching and learning in RE at Hardwicke is strong. Lessons build effectively on prior knowledge, and pupils reflect regularly at the beginning of each lesson. Special days support the RE curriculum, in addition to positively enabling spiritual growth. Teachers address misconceptions quickly. Pupils explain tricky biblical concepts such as the Trinity and the Ascension with confidence. Pupils and parents rightly speak highly of RE. The subject is valued and has a prominent place within the school curriculum. However, the lack of a more consistent approach to assessment design means that pupils' next steps are not identified precisely.

Information

Address	Hardwicke Parochial Primary School, Poplar Way, Hardwicke, Gloucester, GL2 4QG		
Date	21 May 2026	URN	141575
Type of school	Academy	No. of pupils	296
Diocese	Gloucester		
MAT	Diocese of Gloucester Academy Trust		
MAT Chair	Craig Huxley-Jones		
Headteacher	Sharon Cale		
Chair of Governors	Carol O'Donnell		
Inspector	Sara Fox		