

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hope Hamilton Church of England Aided Primary School

Vision

'Love one another as I have loved you.' John 15:12

All aspects of school life are underpinned by the belief that God loves everyone as an individual, so we should love both ourselves and others in the same way. God's love is powerful, sacrificial and eternal. Although we can never fully emulate this kind of unique love, we seek to follow the teachings of Jesus to reach further towards our goal. The Christian vision applies to every person involved with the school because everyone is equal here. It provides a common aim that holds us together and multiplies all our best qualities, without seeking to divide or change anyone's culture or beliefs. This kind of love takes hard work, dedication and a deep commitment to ourselves and the entire Hope family.

Hope Hamilton Church of England 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.

Notable Strengths

- The clear and deeply embedded Christian vision underpins and inspires school priorities and development plans. As a result, the lives of pupils and adults are transformed, enabling them to flourish.
- The nurturing of strong relationships is at the heart of school life, where people are known and valued. This ensures that well-being is enhanced for pupils, adults and families.
- The 'love one another' curriculum is shaped by the vision. This results in learning opportunities that empower pupils to deepen their understanding of the world around them.
- Collective worship is an inspirational time for the school, uniting the community with a sense of togetherness. It offers many opportunities for prayer, reflection and spiritual flourishing.
- The religious education (RE) curriculum is coherently sequenced and well-balanced. Pupils are enabled to explore religions and worldviews by drawing on the rich cultural and religious backgrounds of many of the school community.

Development Points

- Increase the range of opportunities for pupils to independently challenge issues of injustice. This is so that they can understand that they have the power to bring about positive change.
- Extend existing opportunities for pupils to explore Christianity as a global faith within the RE curriculum. This is to broaden pupils' understanding of the vibrancy of Christian belief and practice across the world.



Inspection Findings

Vision and Leadership

Hope Hamilton Church of England Primary School is a place of welcome and care, where pupils and adults are consistently valued and supported. Relationships are warm and respectful, creating a culture where the school community feels safe, thereby enabling them to flourish. The Christian vision has been developed in response to a clear understanding of the local community and context of the school. It is central to daily life, uniting pupils and adults through shared values, language and purpose. Leaders ensure that the vision shapes behaviour, attitudes and expectations across all aspects of provision. Staff embed the vision thoughtfully into teaching, pastoral care and wider opportunities. As a result, individuals understand what belonging means within this inclusive community. Governors know the school well through regular visits and careful monitoring. They provide both robust challenge and meaningful support to leaders. Valued partnerships with the Learn Academies Trust and with the Diocese of Leicester provide effective support. This strengthens strategic direction thereby sustaining high aspirations for all.

Vision and Curriculum

The 'love one another' curriculum builds pupils' confidence, encouraging them to step beyond their comfort zones and embrace fresh challenges. This carefully planned approach promotes strong self-belief and resilience across all year groups. Staff adapt learning thoughtfully so that individual needs are met with precision and care. Tailored provision enables pupils with additional needs to participate fully in school life. This ensures that they learn well and fulfil their potential. Being part of the trust provides provides staff with strong professional support, enhancing their confidence, expertise and career development. Staff also contribute to supporting other schools, thereby broadening their experience and strengthening leadership capacity across the trust. Spirituality is thoughtfully included in daily interactions and purposefully woven throughout the curriculum. Planned moments for reflection deepen pupils' understanding of themselves and the wider world. A wide range of extra-curricular clubs enrich pupils' experiences beyond the classroom. Opportunities include music, art, computing, drama and dance. These clubs, offered without charge, are accessible to all pupils. Sports fixtures provide regular opportunities for pupils to represent their school with pride. Leaders ensure that participation in competitive sport is inclusive and encouraged for all. The school actively promotes cultural diversity through festival days and themed events. African dance workshops and other enrichment activities broaden pupils' global awareness.

Worship and Spirituality

Collective worship is regarded as a family gathering by both pupils and adults. It plays a central role in the life of the school and is deeply Christian in nature. All religions are welcomed and embraced respectfully. This creates a vibrant blend of celebrations rooted in shared values. Pupils engage thoughtfully through a rich and well-planned programme of pupil and adult led worship. These times include learning from the Bible, drama, singing, prayer and meaningful moments of reflection. The 'worship crew' plays an important role in planning and leading times of worship. Every pupil has the opportunity to be part of this group throughout the year, thereby ensuring it is an inclusive experience. Through worship, pupils learn to love and respect one another and are enabled to apply this to their own lives. Singing is a joyful experience that unites the school community. Adults speak warmly of worship and value the opportunity to pause and reflect. Prayer is a significant part of daily school life. Pupils use body and hand postures to help express their thoughts and feelings. Younger pupils are supported through simple 'teaspoon' prayers, ensuring that participation is more accessible to them. The prayer room further develops spirituality by offering a calm and safe place for reflection. Here, pupils of different faiths pray alongside one another in their own traditions. Close links with the local church enrich the school's spiritual life.



Vision, Justice and Responsibility

Pupils demonstrate a growing awareness of justice and responsibility across school life. They undertake a range of roles that develop confidence and leadership skills. The school council includes representatives from each class who contribute to whole-school decisions. These pupils speak confidently about representing their peers' views. Pupil play-leaders willingly volunteer to support younger pupils during breaktimes. They model positive behaviour and encourage inclusive play. The eco-team is proactive in promoting environmental responsibility. Members organise litter picking and raise awareness about caring for the local area. They successfully secured additional litter bins after writing to the local councillor. A justice symbol on planning documents ensures meaningful curriculum discussions are identified. For example, a Key Stage 1 rainforest topic prompted thoughtful debate about caring for the planet. Older pupils respond compassionately when needs arise within their community. These experiences strengthen pupils' understanding of empathy and collective action. However, opportunities to respond independently to wider injustices are more limited. Consequently, pupils' understanding of how they can initiate change beyond school is less developed.

Religious Education

Knowledgeable school leaders ensure that RE is highly valued and prioritised. Leaders and teachers access relevant training from the diocese as part of the strong partnership with the trust. This ensures that lessons are creative and inspirational for pupils who have a deep understanding of key Christian beliefs and practices. They enjoy RE and speak positively about their lessons. They explain that RE helps them understand the wider world, respect differences and actively promotes the school's value of being peacemakers. The school's learner quality of curiosity underpins pupils' exploration of religions and worldviews. This approach embraces the diversity of the school community where pupils are seen as experts in their own faith experiences. Visits to local places of worship bring learning to life. These experiences deepen understanding through first-hand engagement with faith communities. However, Christianity is not consistently explored as a global faith, limiting pupils' understanding of its diversity and richness worldwide.

High-quality teaching in RE ensures that pupils build on prior learning and are challenged and encouraged to think deeply. The curriculum is coherently sequenced, supported by clear progression documents. These equip teachers with confidence in both content and expected progress. Leaders have implemented effective assessment systems to monitor progress in RE through quizzes, debates and pupil presentations. This results in meaningful adjustments to the curriculum, enabling pupils to make significant progress and achieve well. They use religious and spiritual vocabulary with increasing confidence, valuing opportunities to reflect on their learning and its personal impact.

Vision and School Culture

Offering wide-reaching pastoral support, staff create a loving and peaceful school. This is deeply appreciated by parents. The vision establishes a nurturing and welcoming environment rooted in kindness, compassion and respect. This culture is evident in the way pupils and adults interact daily. Each day begins with a personal meet-and-greet from staff ensuring concerns are identified early and addressed quickly and effectively. The trauma-informed behaviour policy is firmly rooted in restorative justice principles. As a result, pupils feel safe and trust that issues are resolved fairly and calmly. A 'relationship blueprint', developed collaboratively by staff, places well-being at the centre of school life. This shared approach strengthens consistency and mutual understanding across the school. In times of crisis, parents recognise the school's vital and compassionate assistance. Families receive practical help, including uniform and food packages, when needed. Leaders also signpost families to external agencies for additional specialist support. Staff report that they feel well supported by leaders in their roles. They appreciate that their own well-being is prioritised.

Information

Address	Sandhills Avenue, North Hamilton, Leicester. LE5 1LU		
Date	12 February 2026	URN	145970
Type of school	Academy	No. of pupils	452
Diocese	Leicester		
MAT	Learn Academies Trust		
MAT Chair	Amanda Callear		
Headteacher	Fiona Brooks		
Chair of Governors	Stephen Wadsworth		
Inspector	Andrea Burrows		