



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hackforth and Hornby Church of England Voluntary Controlled Primary School

Hackforth

Bedale

DL8 1PE

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 29th September 2015

Date of last inspection: 9th December 2010

School's unique reference number: 121496

Headteacher: Judith Clarke

Inspector's name and number: Mark Edwards 837

School context

Hackforth and Hornby Church of England Voluntary Controlled Primary School is a small village school, which takes pupils from surrounding villages and from the nearby army garrison town of Catterick. This means that some children do not always start or complete their education at this school. In recent years the school has grown from 17 pupils to the current 39. The percentage of pupils with learning difficulties and those eligible for free school meals is below national average. The current Headteacher has been in post for 15 years. The school works closely with the Bedale cluster and Swaledale Alliance of schools.

The distinctiveness and effectiveness of Hackforth and Hornby Primary School as a Church of England school are good

- The school meets the needs of its pupils through a clear commitment to supporting the individual based upon respect and nurture of talent.
- During their time at school pupils make good progress, including those with special educational needs and standards over time have been maintained at national levels
- The school's creative approach to linking collective worship and religious education (RE) enables pupils to put into practice lessons learnt from both into their daily lives.
- Pupil's good behaviour linked, in particular, to the value of friendliness promotes positive relationships and a sense of caring for each other.
- The Headteacher's strong leadership of RE that ensures it makes a positive contribution to the school's distinctive Christian character.

Areas to improve

- To develop a strategic plan, based upon systematic and secure evaluation, to further develop the school's Christian distinctiveness.
- To develop ways in which pupils can play an active part in planning and delivery of collective worship.
- To support pupils to develop their ability to articulate and make the link between values and their daily actions.

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

The school ensures high standards of educational achievement and base their approach firmly upon each individual. Parents say that the school goes that extra mile to support their children both academically and emotionally which enables their children to flourish and gain confidence. Pupils demonstrate good behaviour and show care for each other and this was particularly evident during playtimes. Older pupils took care of younger ones and the children stated they were one big family. Pupils' spirituality is promoted through prayer and the school's reflective window plays an important part in focussing pupils' thoughts and promotes reflection. Within the predominantly monoculture of the area in which the school is situated, the school is beginning to promote its pupils' understanding and respect for other cultures. The school endeavours to strengthen this aspect of its work through its response to international disasters, which was evidenced by its support for the recent earthquake in Nepal. Pupils' understanding of Christianity as a multicultural world faith is less developed as is pupils' ability to easily articulate the school's core values. The school acknowledges that making these more explicit for the children will significantly improve this aspect of their work. Relationships built upon respect and trust is clearly demonstrated by pupils, staff and governors. There are good links with members of the local church that provide additional support for the school. The school plays an active part in the life of the village and has a high profile at local community events. This enables pupils to clearly see the importance of their community and pupils speak enthusiastically about their involvement in such activities. The Headteacher provides strong leadership for RE and it is clear from work in the children's books that pupils have regular opportunities to reflect upon how they can learn from studying religion. The links made between RE and collective worship is a real strength of the school's provision and supports pupils' ability to develop appropriate spiritual, moral and socially aware responses to the themes explored.

The impact of collective worship on the school community is good

The school has recently reviewed its approach to collective worship and has developed a strong planning team that involves the Headteacher, a foundation governor and local lay reader. The three-year cycle is firmly based upon Christian values. Collective worship is given a high priority in the school and governors have a robust system of monitoring and giving feedback to the collective worship leadership team. This has had a rapid impact upon improving the quality of collective worship. Once a fortnight the local lay reader leads collective worship and the pattern of worship clearly reflects that of the local church, St Mary's. Pupils were able to link the aspects of the liturgy that are common to both the school and church services they attend which demonstrates a good understanding of Anglican traditions. Pupils have a well-grounded and established understanding of the Trinity and one pupil was able to articulate this particularly well through an analogy of a triangle. Pupils understand that Bible stories are central to their collective worship and demonstrated how the meaning of some parables had a relevance to their own actions. Parents also commented positively about how their children readily talked at home about the Bible stories they had encountered in school. Prayer is central to collective worship and there is evidence from displays around the school and work in children's books that pupils are given appropriate opportunities to write prayers. The school regularly holds acts of collective worship at the local church and children take an active role in saying prayers and doing jobs at such services. During collective worship pupils are asked questions and readily take part in singing and responding to prayer. However pupils have limited opportunities to take an active role in planning and leading services, which the school sees at a next step in the development of collective worship. Parents value and understand the importance of the link with the local church and it was clear that through the school's attendance at church some parents had been moved to attend services regularly.

The effectiveness of the leadership and management of the school as a church school is good

The Headteacher, staff and key governors all contribute effectively to the development of the Christian character of the school. They show dedication to promoting high standards as well as personal welfare. As a result pupils say they feel supported and are part of one big family. Parents hold the staff in high regard and state that staff show a genuine care and concern for each pupil as a unique individual.

The effectiveness of the school's partnership with the lay reader at the local church is a real asset to the school and promotes good quality collective worship. This is further strengthened by input from the chair of governors and foundation governors that enables the school to provide clear leadership and direction in the area of collective worship.

The school plays an active part in local school partnerships and has recently embarked upon some joint moderating of each school's spiritual, moral, social and cultural provision. This has enabled discussions to further develop these aspects of the school's work. The school foundation governor has accessed diocesan training that has been cascaded successfully to other governors. The school also works with and seeks support from "HMS Heroes" a support group for service families. This enables them to fully attend to the pastoral needs of this specific group within school.

The Headteacher has developed a plan for RE and collective worship that meets statutory requirements and is creative in its approach. Due to the size of the school leadership of RE and collective worship is the responsibility of the Headteacher, who demonstrates skill and shows understanding of how to lead this aspect of the school. The Headteacher ensures all staff take an active part in promoting the Christian character of the school and is currently working to ensure that a newly appointed NQT has opportunities in the first year of teaching to fully develop an understanding of what working in a church school means.

The school's self-evaluation can be clearly articulated verbally by all members of the school's leadership team and governors. Examples given show that monitoring has taken place, recommendations have been made at governor meetings and the Headteacher has implemented a plan of action. Through discussions with pupils impact can be seen for some of the decisions made. However governors acknowledge that self-evaluation would benefit more from a clearer strategic structure to fully ensure all aspects of the school's Christian distinctiveness are developed.

SIAMS report September 2015 Hackforth and Hornby Church of England (VC) Primary School DL8 IPE