

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Hartington Church of England Voluntary Controlled Primary School</b>	
Dale Road Hartington SK17 0AS	
<b>Current SIAMS inspection grade</b>	<b>Satisfactory</b>
<b>Diocese</b>	<b>Derby</b>
Previous SIAMS inspection grade	Satisfactory
Local authority	Derbyshire
Date of inspection	16 <sup>th</sup> November 2017
Date of last inspection	27 <sup>th</sup> November 2014
Type of school and unique reference number	Voluntary Controlled 112823
Headteacher	Tracy Blackwell
Inspector's name and number	John Clapham (775)

### School context

Hartington is a very small village primary school serving 17 children and their families in the Peak District village of Hartington and surrounding area. Children are taught in a combination of two mixed age classes, and as one class. The school is in close proximity to St Giles Church. The proportions of pupils eligible for the Pupil Premium (those eligible for free school meals or who are in local authority care) are within the national average. The proportion of disabled pupils and those who have special educational needs are above average, although no children are currently supported with statements or Education Health Care Plans. Almost all pupils are from White British backgrounds and speak English as their first language.

### The distinctiveness and effectiveness of Hartington as a Church of England school are satisfactory

- Hartington is a caring and inclusive school where children are valued, listened to and treated as individuals.
- A strong sense of community and belonging pervades the school, where implicit Christian values drive an ethos of care and nurture.
- Religious Education (RE) and collective worship make a positive contribution to children's spiritual, moral, social and cultural (SMSC) development.
- Children across school have a clear understanding of core Christian beliefs and the nature of God.
- The school has a strong commitment to work in partnership with the local church, and enjoys many positive links with other church schools and the wider community.

### Areas to improve

- Ensure that a distinctively Christian vision and ensuing values are explicit, clearly understood and expressed by the whole school community.
- Embed Christian values which are explored in collective worship across the life of the school, so that their impact on behaviour and attitudes is clear.
- Identify opportunities for spiritual development across the curriculum.
- Develop self-evaluation strategies so that they give all staff and governors a good understanding of the school's effectiveness and distinctiveness as a church school and lead directly to improvement planning.

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

Hartington is a welcoming and highly inclusive church school, demonstrating God's love to the community through strong relationships based on genuine care and compassion for children and families. The school's Christian character naturally results in a happy and caring learning environment where there is a great sense of community and belonging. Parents are highly appreciative of the caring ethos. As noted by a parent 'We are like a family here. Everyone is nurtured and cared for; each child is treated as an individual and is given the time and respect to cater for their needs.' The happy confident children have their needs met effectively, and make good progress across the curriculum, including in RE. Provision in classrooms to show the importance of shared Christian values is not yet fully developed. Children do not feel any real sense of ownership of these values so they do not impact as strongly on attitudes and behaviours as they might. A whole school focus on Tai Chi has helped children to understand the value of stillness and contemplation. A central reflection area gives children opportunity to express how they are feeling, which is regularly followed up by adults in school. This is extended effectively into the RE curriculum, such as in Class Two where children were supported in thinking deeply about how the act of creation made God feel, giving children opportunity to reflect on the nature of God. Children are given a high level of support in their learning in RE and across the curriculum, although this can mean that they have less opportunity to think for themselves. All children across school have a very clear understanding of Christian belief. As one child said during inspection 'Jesus died on the cross for us making the ultimate sacrifice for us to take away all the bad things we have done so we don't have to live in guilt. He cares for us and that is an example to us of how we need to treat others'. RE often makes a positive contribution to children's SMSC development, helping them to make connections between belief and behaviour. Opportunities for spiritual development, however, are not yet consistently identified in the wider curriculum. This was an area for improvement from the previous inspection and has not yet been fully met. The outward looking children are proud of the difference that they make through their input into the community. The school council are highly involved in fund raising to support initiatives locally, nationally and around the world. The children have a clear understanding of the charities that they are supporting through references in the curriculum and collective worship, making links between the teachings of Jesus and how we should care for others in the context of Children in Need. Through this, children demonstrated a clear understanding of disadvantage and disability. Acts of kindness are recognised and celebrated, which are shared with families through slips sent home. Where issues do arise, they are dealt with quickly, sensitively and with compassion. Children are empowered to resolve differences themselves and feel confident and affirmed in this. Children work collaboratively and accept each other for who they are. Partnerships with schools in both Sheffield and Uganda and visits to other places of worship have given the children a wider global understanding and respect for diversity and an understanding of Christianity as a multicultural world faith. This was an area for improvement as the time of the last inspection and has been addressed.

### **The impact of collective worship on the school community is good**

Collective worship has a high profile in the life of Hartington school; children value collective worship, respond positively and participate willingly. This contributes to the ethos in which children thrive, succeed and are happy, and influences the thinking and day to day actions of the whole school community. All adults in school are involved in collective worship at least weekly. Collective worship takes place in church regularly to celebrate children's achievements and mark key Christian festivals. These include the Poppy Queen, harvest festival, nativity and sports awards and are very well supported by parents, parishioners and the wider community. Whilst local clergy are not currently able to support collective worship in school, members of the parish council contribute to collective worship in church. Plans are in place for the staff and children to regularly worship with children from another local church school. Several members of the Matlock Area Schools Trust deliver high quality Bible based collective worship each term, which is valued by the whole school community. Prayer has a prominent place in the life of the school, with a range of creative opportunities for prayer and reflection and a clear expectation that prayer is central to collective worship. The whole school community gather together for prayers at the end of each school day. The children enjoy their involvement in collective worship, and have opportunities to plan and lead various aspects of worship throughout the week. A recent school council questionnaire has given all children opportunity to evaluate the impact of collective worship throughout school. The findings from this have already led to the children being involved in changes to the provision. Children have opportunity to express their thoughts and feelings in worship, with many links made with the RE curriculum. Collective worship is relevant and affirming and seeks to be directly applicable to the children's lives. The school's Christian values are not yet systematically planned into the worship themes. Collective worship is well planned around biblical material and Christian teaching and children are developing a good understanding of God as Father, Son and Holy Spirit. Children are developing an understanding of simple Anglican liturgy and practice.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The head teacher and her team are passionate about the caring family ethos of the school and the difference that the school clearly makes to children, families and the wider community. The values of the school, however, are not yet fully articulated and promoted as distinctively Christian. This was an area for improvement from the previous inspection and has not yet been met. The head teacher and governors have a clear commitment to develop further partnerships with St Giles church and have gone to great lengths in an attempt to secure support from the church. The foundation governors are strong advocates of Hartington school and involve themselves in all aspects of school life. The community lunches put on by the school bring the children and older members of the community together, with mutual benefits that are valued by the school and church. Joint projects, such as the flower festival, Maypole dancing, the well dressing and a World War One project have helped to put the school and church closer to the heart of the community. The parish council generously support the school financially, including a recent commitment to fund a maths specialist teacher. Hartington have established links with a number of local church schools, where they work in partnership to support SMSC and support leadership and a range of collaborative projects. RE and collective worship are led well, and the recently appointed subject leader is working closely with the head teacher to bring about a rapid rate of improvement. Governors freely give time, encouragement and support in all aspects of school life. They have a good understanding of the life of the school through regular visits, although they have had little input into formally evaluating the impact of the school's Christian distinctiveness. School self-evaluation documentation in relation to the impact of the school's Christian distinctiveness currently lacks rigour and shows little impact. As a result of this, staff and governors lack clear enough picture of the strengths and areas for development as a school. The professional development of all staff and governors is valued and is beginning to be planned strategically. Parents speak very highly of the school and comment positively on the caring and inclusive environment.

SIAMS report November 2017 Hartington Church of England Primary School SK17 0AS