



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Hartshorne Church of England Voluntary Controlled Primary School

Main Street  
Hartshorne  
Swadlincote  
DE11 7ES

**Previous SIAMS grade: Outstanding**

**Diocese: Derby**

Local authority: Derbyshire

Dates of inspection: 9 July 2015

Date of last inspection: 30 April 2010

School's unique reference number: 112824

Headteacher: Sarah Layhe-Humphreys

Inspector's name and number: Alison Woodhouse 777

#### School context

Hartshorne Primary school is a small school with 104 pupils on roll of which almost all are of white British heritage. The proportion of pupils known to be eligible for the pupil premium is above the national average with the number of pupils with special educational needs being broadly in line with the national average. The Headteacher is in her first term, following a period of change in senior leadership and there are currently four classes in school. The school building provides spacious facilities including the outdoor areas. St. Peter's Church is within walking distance from the school.

#### The distinctiveness and effectiveness of Hartshorne as a Church of England school are good

- The new Headteacher has worked hard in a short period of time to ensure the school's distinctive Christian character is clearly known and valued by the school community.
- Collective worship is an integral part of the school day where everyone feels involved and valued.
- Religious Education's contribution to Social Cultural Moral and Spiritual (SCMS) and the school's Christian character can be noted.
- The school's Christian character is clearly defined and involves all stakeholders.

#### Areas to improve

- Develop the work of the collective worship crew in their evaluations of worship.
- Extend the provision for quiet reflection and prayer.
- Develop further the pupils' knowledge and experience of other cultures and faith communities.

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

The recently appointed Headteacher has responded swiftly to ensure a set of clear Christian values are at the heart of the school. The school's Christian ethos has very recently been reviewed by pupils, staff and the wider community, resulting in a renewed focus on Christian values, family and community input. The impact of this is good relationships between learners and adults working in the school as well as the wider school community. The relationships with the children are based on Christian principles of trust, and responsibility which have been areas of recent focus. This has enhanced the pupils' self-confidence because they benefit from the many opportunities provided for them to take responsibility; illustrated by fundraising, community work and good academic standards. There are six Christian values chosen by pupils themselves and consistent with the school's recently revised vision which clearly puts Christianity at the centre of school life. Staff and governors ensure 'Christian values are at the heart of every aspect of school life.' This is evidenced by governors taking an active part in making prayer and reflection spaces accessible and inviting. In addition, a positive approach from all staff to developing SMSC is having an increasing impact, with a staff member commenting that 'it is our responsibility to live out the Christian values by being a good role model, it makes it a privilege to work in a school where everyone has time to speak equally as it instils respect.' Parents speak highly of the Christian ethos with one parent stating 'I specifically chose this school for the feeling of community and family that the school promotes.' The RE curriculum offers some opportunities to enhance the spiritual, moral, social and cultural development of learners, but this link is still in its early stages. They are gaining an increasing insight into other cultures through receiving visitors from other faiths and the school has identified this as a development point.

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

Collective worship is central to the life of the school and is very inclusive. It is well planned, involves the older pupils, with themes linked to the Christian calendar or to the curriculum. A table with a lighted candle, together with a cross, act as the focal point and transforms the hall into a special place for the purpose. Pupils are proud of the hall displays on their chosen values and an explanation of the Holy Trinity, resulting in them being able to talk readily about what this means to them. The Collective Worship Crew enjoy planning their own worship, the impact of which is clear through their understanding of values. When describing trust one child said 'it's about believing in someone and knowing they can do it.' Equally they could illustrate how they live out the value of responsibility with roles including 'playground pal,' and their responsibility for litter in the school grounds and wider community. Collective worship is well planned with the Collective Worship Crew having a clear part of this. However opportunities for evaluation of its impact are in their infancy and so the impact of collective worship is not fully known. In an act of worship observed there was full interaction between pupil and staff, with each class being led in by a pupil holding a tea light. All staff are in attendance and the impact is easily articulated by adults as they welcome having time to reflect and share themes from worship in the classroom. Prayer is a key and integral feature of the worship life of the school. Pupils have written their own prayers which they lead in worship and traditional responses are used. Time is allocated for prayer three times a day in addition to the developing prayer spaces. However, opportunities and spaces for individual reflection, at other times in the school day, are insufficiently developed. In the central area the prayer space has a Bible with a governor commenting that pupils 'can have that moment, and include God if they would like to.' Strong and effective links with the church ensure that Anglican traditions are well supported and celebrated. Visits to the parish church as a learning resource is helping to widen pupil's knowledge of Anglican tradition and practice. In addition there is regular input from the local 'churches together' helping pupils develop their knowledge of the Bible and of other Christian denominations. RE links to and supports collective worship so there is evidence of the spiritual development of the learners being deepened through work both in the classroom and collective worship.

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

The new Headteacher has worked promptly, having been in post for less than a term, to ensure the whole school community's involvement in evaluating the school's Christian identity. The impact of this is a welcoming and inclusive ethos with a new motto of 'A learning family, inspiration at our heart.' This has resulted in a strong sense of community underpinned by mutual support and rooted in Christian values. The governors are involved in the life of the school and have ensured continuity in terms of the school's church status when making recent appointments. They have an active role in the leadership and management of the school and are involved in on-going evaluation of the school's distinctiveness and effectiveness as a church school. This effective new leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. This is now illustrated in the school's vision and values and is being included in policies and documentation. The impact of this is explicit in all aspects of school relationships, thus creating many opportunities for pupils to observe excellent role models. Visits to the church enable pupils to learn about Anglican traditions as well as provide a focus for other curriculum projects where curiosity is facilitated and questioning encouraged. The school community has also enjoyed a joint project on bell ringing. These strong links are enhancing the pupil's understanding of Christian values. The leadership for RE is currently in transition but is well supported by the governors to introduce new initiatives and links. The new Headteacher is very aware of current developments in RE, and the new locally agreed syllabus has been introduced. The new RE curriculum together with the daily act of worship ensure pupils are beginning to understand the roots of Christian values within the Christian faith. Parents take advantage of the open invitation extended to make comments and ask questions about any aspect of school life. They enjoy the 'open door' policy of the school and speak enthusiastically about the ways in which children are cared for and supported by all staff. Despite recent changes in leadership, evaluation in terms of the schools' church school status demonstrate a shared vision for the future.

SIAMS report July 2015, Hartshorne Controlled Primary School, Hartshorne, Derbyshire DE11 7ES