



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Hulland Ward Church of England Voluntary Controlled Primary School

Firs Avenue  
Hulland Ward  
Ashbourne  
Derbyshire  
DE6 3EH

**Previous SIAMS grade:** Good

**Diocese:** Derby

Local authority: Derbyshire

Dates of inspection: 18<sup>th</sup> June 2015

Date of last inspection: February 2007

School's unique reference number: 112831

Headteacher: Wendy Underwood

Inspector's name and number: Alastair Wood 575

#### School context

Hulland Ward is a very small school of 59 pupils taught in three mixed age classes. All the pupils are white British and the number of pupils with special educational needs is above similar schools nationally. The number of pupils eligible for free school meals is well below the national average. The headteacher has been in post for eight years. The school has close links with Christ Church, Hulland which is situated approximately one mile away.

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

- The school's values make this Church of England school a distinctively special place to learn
- Relationships and care for each other are central to this family-orientated school
- The links with Christ Church and the clergy are very strong

#### Areas to improve

- Develop pupils' spirituality through a variety of clearly defined opportunities
- Extend the pupils' knowledge of Christianity as a multi-cultural world faith

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

'Children come first' is the school's motto and is the central feature which together with its values, gives the school its distinctive Christian character. The staff have high expectations and are passionate about meeting the needs of each individual pupil and as a result, all the pupils

make good progress from their different starting points. The pupils feel valued and safe and enjoy coming to school. They say it is a special place where everyone knows everyone else and the teachers make lessons fun. The attendance is well above other schools nationally. Hulland Ward is an effective team school where all have a strong sense of ownership, for example the school does not have specific leadership roles within the staff as all are equally valued for their contribution to each curriculum area. The school's Christian character has a high profile in the locality and the headteacher, staff, governors and clergy have worked together to ensure the school's values have had a positive impact in the community. This was clearly demonstrated during collective worship where the pupils leading worship had chosen the value of courage as their focus and they were presenting and discussing slides of famous people who had shown great courage in their lives. The pupils also included a slide of a classmate who had shown great courage in overcoming disability over the years. This illustrates their high level of care and respect, exemplifying the school's unique Christian character. Religious education (RE) is taught in an interesting and inspiring way and the pupils say they enjoy learning about God and how the Bible stories help them to understand right from wrong. Pupils' knowledge of Christianity in other countries is limited and this is an area that has been identified for further development. The foundation governors provide close links with Christ Church and support the pupils' understanding of Jesus' teachings through their regular visits. The school seeks parents' views of its effectiveness as a church school through an annual questionnaire, part of which is focused on the school's Christian foundation. The results are overwhelmingly positive and emphasise the strength and support parents show for the school. Pupils raise funds through a variety of activities and have a strong awareness of supporting others less fortunate than themselves. The website has links to Christ Church and the community is kept informed of school events and developments through the foundation governors and the website, however, the school logo and some signage on documentation does not effectively represent the school's foundation. The previous areas for development outlined in the last inspection have all been addressed.

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

Worship is central to the daily life of Hulland Ward, it is a time when the whole school comes together in a special atmosphere of stillness and listening. On occasions, two teams of three pupils plan, lead and evaluate worship and they share their evaluations with each other enabling them to make improvements for subsequent acts of worship. The vicar and foundation governor have played a major role in supporting worship and making it relevant to all year groups. As a result, pupils say they enjoy worship because they learn about God and Jesus, however, the range of guest presentations is limited and the school has identified this as an area to develop. The hall display proclaims the school's values and enhances pupils' learning about the Holy Trinity. The pupils' behaviour is excellent and they sing with enthusiasm; they know the Lord's prayer and a variety of responses. Bible stories are carefully chosen to help pupils make connections between their own lives and the values which are characteristic of the school. Prayers are drawn from pupils' own writings and they convey the values that are so characteristic of Hulland Ward. A candle is lit to represent the Holy Trinity as one, however, opportunities for reflection are missed which limits pupils' spiritual development. The school does not provide areas either indoors or outdoors specifically designated as special places for reflection and the lack of a clear definition of spiritual development means that opportunities are missed. Planning for collective worship is discussed with the foundation governors and the theme for the half-term runs seamlessly, giving a strong sense of continuity. Worship is monitored by the foundation governors and formal reports are presented at meetings of the full governing body ensuring that everyone is informed of the school's progress. The school visits the church to celebrate the major Christian festivals and as a teaching resource, giving pupils a deep and practical understanding of the Anglican tradition. Christ Church is situated a mile away from the school which presents challenges for regular worship.

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

The headteacher leads the school through her strong, clear vision and this has enabled the school to develop its effectiveness during her headship. The focus on clearly articulated Christian values in the school community has raised the school's profile as a Church of England school and as a school at the heart of the community. Parents, friends and members of the congregation welcome the opportunities the school pupils provide to share worship at Christ Church. The governors are closely involved in the school's self-evaluation processes and have an independent and strategic view of the school enabling them to offer robust challenge and support to the headteacher. The school improvement plan includes the effectiveness of the school as a Church of England school ensuring that this is a regular agenda item at governors' meetings. There are regular reports on the school to the PCC through the foundation governors. The headteacher has supported another local church school and some staff and governor training has taken place, although this has been limited. RE is taught through the agreed syllabus for RE teaching and pupils' learning is closely monitored, ensuring they make good progress. Parents are proud of the school and make a strong contribution to all aspects of its life; pupils enjoy a true partnership in their learning with staff and parents supporting their progress. Parents speak highly of the openness and transparency which the school operates in the role models provided by the staff and the excellent communications they receive. They know they are listened to and their views are important to the school, as a result they feel valued. They describe the school's inclusiveness and Christian ethos as the best start for any child, a place where every child feels valued and special.

SIAMS report June 2015 Hlland Ward VC Primary School, Hlland, Ashbourne, Derbyshire DE6 3EH