



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

<p><b>Hawkworth Church of England Voluntary Aided Primary School</b> Main Street Hawkworth Near Guiseley Leeds LS20 8NX</p> <p><b>Previous SIAMS grade:</b> Good with outstanding features <b>Current inspection grade:</b> Good <b>Diocese:</b> West Yorkshire and the Dales <b>Local authority:</b> Leeds <b>Dates of inspection:</b> 6 May 2015 <b>Date of last inspection:</b> 24 May 2010 <b>School's unique reference number:</b> 108009 <b>Headteacher:</b> Dale Norris <b>Inspector's name and number:</b> Geraldine Cooper (696)</p>	
<p><b>School context</b></p> <p>Hawkworth is an oversubscribed 0.5 entry school with 106 pupils on roll. The school serves a rural community on the outskirts of Guiseley. The majority of pupils are white British. The number of pupils receiving pupil premium, and the number of pupils with special educational needs, is below national average. Since the previous inspection a new incumbent and chair of governors have been appointed. There have been two changes in headship since the previous inspection, the current head having taken up his post in January 2014.</p>	
<p><b>The distinctiveness and effectiveness of Hawkworth Church of England Voluntary Aided School as a Church of England school are good</b></p> <ul style="list-style-type: none"> <li>• The headteacher shares a clear vision of the schools Christian ethos and values with a dedicated staff team. He is extremely well supported in this vision by the parish priest.</li> <li>• All stakeholders consistently describe the positive impact of the school on the behaviour and achievement of the pupils.</li> <li>• Collective worship is very well planned and is a central feature of school life.</li> <li>• Religious education has a high profile within the school, pupils have a good understanding of Christianity and other world faiths.</li> </ul>	
<p><b>Areas to improve</b></p> <ul style="list-style-type: none"> <li>• Develop a shared understanding of the roles and responsibilities of Foundation Governors.</li> <li>• Incorporate self evaluation of the school as a distinctively church school regularly in governing body meetings.</li> <li>• Ensure that visiting worship leaders follow the school's structures for collective worship.</li> <li>• Increase pupils' awareness of the steps they are taking in the process of answering 'big questions' in RE.</li> </ul>	

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

The school's Christian ethos and values are explicitly stated and collective worship is central to school life. The school creates a calm and nurturing environment in which pupils are consistently supported to achieve their maximum academic potential. All stakeholders make a direct link between this clearly stated Christian ethos and pupil achievement which is above national average. Monitoring is used sensitively to ensure that intervention is used quickly and effectively to maintain or surpass expected levels of progress. Pupils benefit from a carefully structured and well planned curriculum which is linked to the school's Christian values. The consistent focus on Christian ethos and values contributes to the spiritual, moral, social and cultural (SMSC) development of all pupils. This is exemplified in the trusting relationships between and amongst pupils and staff. Pupils talk of applying the lessons they have learned in RE and collective worship to ensure that they treat each other fairly. They are able to talk in depth about forgiveness, "it's not just saying sorry, its about forgiving others and forgiving yourself". As a result of this pupils develop the ability to resolve issues for themselves through their pupil forum. Reflection spaces are a feature of every classroom and are described as "being used on a regular basis and in earnest". Pupils talked of being able to "let go of a problem" through prayer and directly link their achievement to the fact that "prayer helps the stress go away". The curriculum includes a number of initiatives including visits to places of worship and links to a range of schools. Because of this pupils show an appreciation of religious and cultural diversity. Pupils talk about the importance of "everyone getting on together" and are confident that they know how "not to offend" someone of a different faith or culture.

**The impact of collective worship on the school community is outstanding.**

The school places collective worship at the centre of its Christian vision. Thoughtful and theologically informed planning ensures that pupils have a clear understanding of the church year, the significance of major festivals and the life of Christ. An ecumenical team leads 'Open the Book' on a fortnightly basis and pupils are familiar with the different denominations in the Christian community. It is evident that pupils have a sound understanding of stories from the old and new testament on which they are able to build an understanding of Christianity. This is further enhanced through the Bible Study sessions led by the incumbent for older children. Pupils attend church for seasonal celebrations which are held in the evening so that working parents can attend. The school is seen as being a bridge between the community and the church which is of mutual benefit to the community as a whole. The impact of collective worship and the centrality of prayer to school life is exemplified in the readiness of pupils of all ages to talk about having a sense of God's presence in school and of Jesus being "with us". It is evident through the use of inclusive language that the school is sensitive to the spiritual nurture of non-Christian pupils whose beliefs and practices are welcomed and celebrated. The school recognises the importance of including pupils in the planning and leading of collective worship. Older pupils take responsibility for collective worship on a weekly basis. This has fostered an understanding of the elements of worship and the importance of communicating Christian values in a way that is relevant to pupils of all ages. Pupils, staff and governors are engaged in the regular monitoring and evaluation of worship and it is evident from the comments made that there is a common understanding of the features and purpose of worship. The evaluation process is effective in informing future planning of collective worship.

**The effectiveness of the religious education is good.**

The school has a clear understanding of the significance of RE to its Christian ethos and to the SMSC development of all pupils. RE features strongly on the school development plan and the RE subject leader meets on a regular basis with the headteacher and with the link governor. RE is taught as a discretely timetabled subject each week in order to demonstrate its significant

status in the school. RE is taught throughout the school and children in the early years foundation stage were observed being drawn skilfully into a lesson in which they could share ideas with confidence and in which the “seeds for future learning” were effectively sown. The school has invested in a new scheme of work which has enhanced the use of ‘big questions’ to encourage pupil enquiry. The scheme is not fully embedded but it is evident that pupils are enjoying and engaging with RE and developing skills which are being transferred to other subject areas. In the lesson observed learning would have been enhanced if pupils had understood how their research was leading them toward an answer to the ‘big question’. Effective subject leadership ensures that pupil progress is carefully monitored and that lessons are adapted and differentiated to ensure that all pupils achieve in line with national expectations. Progress is enhanced through the wide range of teaching strategies that are deployed. The RE curriculum includes the study of a range of religions and pupils have had the opportunity to meet with people from a range of faiths and to visit places of worship. All stakeholders speak positively about the impact on pupils’ attitudes toward, and understanding of, faith and diversity. Pupils have a clear knowledge of Christian teaching and practice which they are able to ascribe to both RE and collective worship. RE lessons include regular opportunities for reflection and pupils readily make links between what they are learning and how this impacts on their behaviour and values.

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

The recently appointed headteacher has a very clear understanding of the Christian vision and values of the school and the ways in which they should be developed to enhance the distinctiveness of the school as a Church school. His vision is shared with all stakeholders and he gains considerable support from the incumbent. The headteacher has engaged with staff to ensure that recommendations from the previous SIAMS inspection have been met and that good practice, for example pupil led collective worship and the introduction of reflection spaces, has been implemented. Although the latter were initially viewed with scepticism the impact on spiritual and emotional well being is now highly regarded. Parents are unanimous in the view that the Christian ethos of the school enhances learning behaviours and resilience. The church has traditionally had strong links with the school through membership of the governing body and these have been enhanced with the arrival of the new incumbent who demonstrates a secure understanding of the importance of the school’s distinctiveness as a church school. The headteacher and incumbent have an accurate understanding of the school’s strengths and weaknesses as a church school. Both share a well defined strategy for future school development which is supported by the staff. It is important that the governing body, particularly the foundation governors, share responsibility for the development of the school’s distinctiveness as a church school. Currently this is not a regular agenda item at governing body meetings. The capacity of the governing body to effectively contribute to the self evaluation process would be enhanced through Diocesan training.

SIAMS report May 2015 Hawsworth Church of England Voluntary Aided Primary School,