

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Haxey Church of England Primary School

Address	The Nooking, Haxey, Doncaster DN9 2JQ		
Date of inspection	21 June 2019	Status of school	Voluntary Controlled (Trentside Federation)
Diocese	Lincoln	URN	118011

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

This is a primary school with 171 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since February 2017, the school has been part of the Trentside Federation with two other church schools under the overall leadership of the headteacher and a single governing body.

The school's Christian vision

Our school provides a happy, secure, caring and stimulating environment where everyone is valued. Our distinctive Christian character is integral to the daily life of the school. We promote the values of friendship, forgiveness, compassion, truthfulness, respect and trust.

We strive to be the best that we can be.

'And let us not grow weary of doing good, for in due season we will reap, if we do not give up' (Gal 6:9).

Key findings

- Members of the school community appreciate and benefit from its Christian distinctiveness. The mission statement reflects this distinctiveness, though pupils do not find it easily accessible.
- School leaders, including governors, are effective in implementing decisions to guide and monitor the school's progress as a church school. As a result, pupils are progressing well academically and spiritually. The school is well supported by the wider community.
- Collective worship, both in school and in church, offers pupils and adults opportunities to learn and reflect. Pupils are involved in planning and leading worship but do not have frequent enough input. Parents appreciate being involved in worship when they are invited.
- RE is becoming a strength and contributes significantly to pupils' knowledge and understanding of spiritual matters.

Areas for development

- Identify elements within the mission statement that encapsulate the school vision and give it strategic direction, particularly in order to make it more accessible to pupils.
- Ensure that worship is always as inclusive and interactive as possible, giving pupils greater opportunities to plan and lead, and offering more occasions for the whole school community to come together and participate.
- Develop and enhance worship corners and prayer spaces in order that pupils can use them independently for prayer and reflection.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
Inspection findings

This is a good church school where both pupils and adults are flourishing. There is a shared understanding of what it means to be a church school and this is reflected in the way the headteacher and others in leadership consistently promote Christian distinctiveness. Leaders can illustrate the text from Galatians by explaining that the school is on a journey which involves striving 'to be the best that we can be'. This journey includes moving the school from a values based ethos to one where a biblically based vision directs its work. In their own way, pupils also understand this distinctiveness. They say that 'We are a Christian school and we should learn more about Jesus.' Pupils also know that this changes how they behave. For instance, their excellent relationships are underpinned by their approach to forgiveness and their understanding that 'Jesus forgave people.' In this sense, the Christian distinctiveness is being lived out. Leaders have involved all members of the school community in a recent review of its mission statement with governors being particularly proactive in ensuring wide consultation. The mission statement reflects the character of the school and most members of the school community can relate to the elements within it. Pupils find some elements of the mission statement overly complex and, at the moment, they have limited awareness of the implications of the associated Bible reference. However, the linked Christian values are strongly promoted and pupils relate to them more readily. For example, pupils explain the relevance of trust by referring to Noah's relationship with God and associate compassion with the parable of the Good Samaritan. This indicates that pupils understand these to be Christian values as distinct from shared human values. The school's progress in promoting its distinctiveness is meticulously monitored by senior staff and governors, and includes learning walks, pupil conversations and gathering the views of parents. This has led to actions such as the focus on growth mindset and positive attitudes.

School leaders have taken effective steps to encourage pupils' spiritual development. For instance, they have forged excellent links with local churches and church leaders, many of whom support collective worship and bring pupils a wider perspective on Christian practice. Pupils' spiritual horizons have been widened by visits to Lincoln Cathedral, by a Hindu visitor and by the federation 'worldwide church' event. Parents say that the school promotes strong Christian morals – in practice this is seen in the way pupils treat each other, such as serving each other at lunch time. In a deeper sense, it shows in their awareness of those in need – pupils on their own initiative have raised funds for a pre-school through the Humberside Police Project Lifestyle and have gained recognition for this. This awareness extends more widely through the PHASE Nepal sponsorship project. Prayer is a feature of each school day and pupils sometimes write their own prayers. Worship corners have been developed around school though pupils do not yet use areas such as these for prayer or reflection. Staff also appreciate the distinctive character of the school and speak of being well supported by those in leadership. Middle leaders benefit from church school leadership training through links with federated schools and the diocese. In most areas of learning, pupils' attainment is at least in line with national averages. Where there are challenges in terms of progress, for instance in some aspects of reading and writing or with vulnerable pupils, leaders have taken appropriate steps to provide interventions and booster classes.

Collective worship provides a focal point for each day and enables pupils and adults alike to be actively engaged, to pray and sing, and to reflect on spiritual matters. Worship is often based around a Christian value and, increasingly, on a story or event from the Bible. It is well supported by visitors from the parish church and other local churches. The pupil worship group sometimes plans and leads worship based around Christian values, taking responsibility for complete acts of worship. They have a good understanding of the nature of worship but, on the whole, pupils do not have regular enough opportunities to plan and lead. Pupils also contribute to worship in the parish church, particularly for festivals, often making decisions about prayers and songs. Worship in church is well supported by parents who appreciate being involved. However, fewer parents attend worship in school and the weekly celebration assembly, to which some are invited, does not have a strong enough focus on worship. School leaders and governors are proactive in monitoring collective worship and pupils have the chance to offer ideas through their own monitoring and through conversations with adults. This has resulted in worship having more biblical content and being more distinctively Christian, for instance through the regular use of Bible stories.

RE contributes strongly to the distinctive Christian character of the school and plays a major part in promoting pupils' spiritual development. This partly results from the adoption of the Understanding Christianity materials, which have been a key change in giving pupils deeper understanding, and from the school setting aside time for staff development. In addition, since the start of this school year lessons have been taught by class teachers who have

been admirably supported by the subject leader in terms of encouragement and advice. This decision, along with the subject leader's continued input, is enabling teachers to become confident in providing lessons that focus on religious practices or tackle big questions of life and faith. For example, pupils taking part in a Jewish Shabbat meal explain that 'it is like the Last Supper', and pupils share mature ideas about life's journey and the impact of making the right decisions. Lessons encourage pupils to think, discuss and share ideas. For instance, Foundation Stage pupils acting out the story of Noah's Ark can speak of God's promise and make links with the value of trust, and older pupils drawing representations of God choose to draw hearts because 'God loves everyone'. Pupils have regular access to Bibles, helping them to express their views with reference to scripture. For example, they understand that the parables of the lost coin and lost sheep are 'about people' and that 'if people lose their faith in God, Jesus would bring them back'. Pupils also learn about faiths other than Christianity, including through RE events, such as the Divali day, and this is widening their appreciation of diversity.

Headteacher	Jo Buckle
Inspector's name and number	Malcolm Price 627