



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hackforth and Hornby Church of England Primary School

Address Hackforth, Bedale, North Yorkshire, DL8 1PE

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

Overall grade

Requires Improvement

The impact of collective worship

Good

School's vision

Learning, Growing, Hoping.
Empowering our pupils.

Key findings

- The strong partnerships established through the recently formed collaboration are enabling rapid developments to take place. The distinctively Christian vision which underpin partnerships and the way this is articulated is not yet fully developed.
- Nurturing and caring relationships are at the heart of the school. This is reflected in pupils' positive learning behaviours and the care they show one another. Effective leadership and monitoring ensure pupils with special educational needs (SEND) and those who are disadvantaged or vulnerable are supported effectively.
- School strives to empower pupils through the offer of an increasingly rich and varied curriculum, providing opportunities to experience the world around them. Leaders are passionate about developing a mindset of growth for pupils, staff and the wider community.
- Collective worship is inclusive, invitational and is enjoyed by pupils and staff. Opportunities for pupils to plan, lead or evaluate times of collective worship are not yet embedded.
- Religious education (RE) has a high priority in the school and is valued by pupils and impacts positively on relationships throughout the school. The effective planning and teaching of RE helps deepen pupils understanding of world religions.

Areas for development

- Enhance the Christian distinctiveness of the school's vision so it is clearly understood by all leaders and governors. Leaders, staff and pupils to be able to clearly articulate how this distinctively Christian vision enables all to flourish.
- Provide further opportunities for spiritual growth throughout the curriculum and within the context of the school's vision. Develop pupils' spiritual awareness and deepen their understanding of prayer and worship.
- Increase opportunities pupils have to lead collective worship and evaluate it as an expression of the Christian vision. Build on the positive relationships with the village community and local church to further enrich times of collective worship.

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 welcoming, nurturing and inclusive small village school where every child truly does matter. Pupils are empowered to be the very best they can be, as stated in the school's vision: 'Learning, Growing and Hoping'. The school has clear Christian values that are known, and talked about, by each stakeholder. Bible stories connected to each value deepen pupils understanding of their meaning. For example, pupils speak with clarity about how the bible story of Daniel's life helps them better understand what trusting in God means. Leaders have spent time in developing a vision that is appropriate for the context of the school, but are not yet able to articulate how this vision is distinctively Christian. Leaders, including governors, are not yet clear of the difference between the Christian vision for the school and its associated Christian values. The recently appointed executive headteacher and school governors are committed to ensuring pupils, adults and the wider community flourish. Key development areas identified by leaders are already making significant impact in enabling pupils and adults to flourish. This work is recognised and valued by pupils, staff and parents.

The school has recently formed strong links with a group of local schools and is benefiting from closer work with Leeds Diocese. These partnerships provide rich and valued opportunities for pupils and staff to flourish. Staff are effectively supported from colleagues within the collaboration and have plentiful opportunities for professional development. Pupils are forming beneficial relationships with pupils from the other schools and talk with excitement about their recent visits for World Book Day. Parents are appreciative of the opportunities year 6 have to work with pupils from another setting as part of their preparation for secondary school. Despite going through a period of significant change, staff feel supported by leaders and their colleagues. Staff have a real sense of belonging to the school and to one another. These strong relationships are reflective of the Christian values and caring ethos of the school in enabling staff to live well together. How leaders articulate how the distinctive Christian vision is at the heart of these relationships is not yet established however.

The behaviour of pupils at the school is very good. They have formed strong and supportive relationships with adults and their peers. Pupils understand that people come from a range of different backgrounds and are respectful when talking about different beliefs. Diversity is embraced by pupils. Books with themes of diversity and equality are accessible for pupils; these reflect the inclusive nature of the curriculum offer supplied by school. Pupils speak with enthusiasm about how they have opportunities to reflect. Spaces have been purposefully developed around the school to support these times of reflection. Pupils recognise the importance of times for reflection but some pupils do not yet make connections with how this helps them grow spiritually.

The curriculum offer from the school aims to empower pupils to learn and grow and provide a hope for the future. The curriculum is broad and balanced and is specific to the context of the school. Leaders and staff recognise the value in instilling a growth mindset for pupils, to help them realise they can flourish in life and learning. The impact of this is reflected in the way older pupils in particular talk about their own learning journey and their place within society. Pupils speak with enthusiasm about their recent school trips to Eden Camp and HMS Trincomalee. Wider curriculum experiences organised by leaders develop aspiration in pupils and provide opportunities for pupils to look beyond themselves. Leaders are keen to develop a sense of awe and wonder through the school's curriculum offer and seek meaningful opportunities for pupils to develop spiritually.

RE is led effectively and targeted support is provided to teachers through the collaboration. The school adheres to the statement of entitlement for RE and follows the locally agreed syllabus supplemented with Understanding Christianity. A well-structured programme of study focuses on big questions that engage pupils' interest. 'Why do Christians put a cross in an Easter garden?' was a recent question that challenged the thinking of pupils in Early Years and Key Stage 1. Pupils enjoy exploring major world religions and listening to the views of others, as shown during inter-faith week. Pupils are developing a growing understanding of world faiths and their impact on society and culture. Opportunities for visiting places of worship in Middlesbrough are planned to help deepen this understanding. Staff are growing in confidence with their delivery of RE.

Collective worship is an important part of the school day for both pupils and staff. Worship is both invitational and inclusive and provides time for togetherness, reflection and moments of stillness that are valued by all. Leaders recognise this as an opportunity for pupils and adults to grow spiritually and seek to maximise the impact of worship

on all. Pupils speak with confidence about the life of Jesus during the period of Lent and how this helps them understand what sacrifice means. All pupils are actively engaged during times of collective worship and there is an atmosphere of respect and reflection. Pupils are beginning to be more involved in the planning and evaluation of collective worship.

The inclusive nature of the school is reflective of the school's commitment to its Christian ethos of valuing all God's children. Staff are committed to ensuring that every pupil is supported to be the very best that they can be. Leaders and staff work effectively to identify need and support both pupils and families in whatever challenges they are facing. This was evident through the timely and effective support offered to families during the pandemic. Pupils take part in whole school action projects such as collecting food at Harvest for the local foodbank. They are becoming increasingly aware of wider national and global issues, shown through their work on climate change. Pupils are beginning to recognise how powerful their voice is, individually and collectively, in promoting change and challenging injustice.

Leaders and staff at Hackforth and Hornby have a firm hope for the future. They understand the need for this hope to be rooted in a distinctively Christian vision that can be articulated by all. Their love for the school and the wider community shines through and their desire to empower pupils to live life in all its fullness is evident. The highly skilled and effective executive headteacher is passionate in her drive to create a vibrant and rich learning environment where all can flourish.

Contextual information about the school

Date of inspection	30 March 2022	URN	121496
Date of previous inspection	29 September 2015		
School status	voluntary controlled	NOR	19
Name of MAT/Federation	n/a		
Diocese	Leeds		
Executive Headteacher	Jane Wood		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information	In September 2021 school entered into a collaboration with the Federation of Snape community and Thornton Watlass Church of England primary school.		
Inspector's name	David Akers	No.	C1802