

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hackness Church of England VC Primary School

Address Hackness, Scarborough, North Yorkshire, United Kingdom, YO13 0JN

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

Good

The impact of collective worship

Good

School's vision

"I have come that they may have life, and have it to the full." John 10:10 Learning, living, and growing in God's world. Two unique schools, one federation family. A loving, nurturing community, where everyone learns, lives and grows together with Christian values inspiring all that we do. Our values are: Courage, Love, Respect, Friendship and Joy.

Key findings

- The dedicated headteacher, strong federation governing body and staff have developed and renewed a Christian vision which ensures the flourishing of all. Everyone is able to experience life in all its fullness by 'learning, living and growing in God's world'. Leaders have revisited the theological roots of the vision with the whole staff team, but embedding understanding of this further is an area for development.
- Warm, respectful relationships and positive caring support for each individual in the school family are key features of this 'loving, nurturing community'.
- The vision, based on Jesus' promise of life in all its fullness, drives a rich and varied curriculum. This enables all pupils to flourish. Through their learning about difference and diversity they are beginning to show a concern for justice, but this is in the early stages of driving independent actions.
- Collective worship is highly valued and a focal point of the school day. Planning has recently been revised to ensure that it effectively develops pupils' understanding of the school's Christian vision and values in the context of biblical teaching. The school's approach to spiritual development is less clear.
- The federation partnership has empowered the new religious education (RE) leader to effectively plan, monitor and develop this subject. Pupils of all abilities are flourishing in RE through exciting learning challenges.

Areas for development

- Embed the living out of the renewed Christian vision with the now settled staff team. This is in order that the school's ongoing journey as a church school is sustained and enriched.
- Establish a shared understanding of spirituality to develop a more consistent approach to planning opportunities for spiritual development across the curriculum.

- Further develop pupils' understanding of the wider world so that they challenge injustice in an age-appropriate way.

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

Hackness is a good school with a Christian vision which drives everything. The inspirational headteacher has worked with governors and staff from these two small, rural, federated schools to renew and communicate this vision to everyone. Following a time of staff changes, this is now an environment where pupils and adults thrive by 'learning, living and growing in God's world'.

Although there have been a significant number of staff changes in recent years, the governing body has been a constant and is strong. Members are passionate about the school and their work across the federation. The church school committee meets regularly and did so remotely through the pandemic, reporting back to the whole governing body. Governors joined staff to revisit the theological roots of the vision earlier this year. Together with the headteacher, they are embedding a deeper understanding of the way in which John 10 v 10 drives practice. However, this remains an area for development. Governors are knowledgeable about the school because they are highly involved. They join in residential visits, lead worship and support staff pastorally through regular communication. The vision states that there are 'two unique schools, one federation' and the strengths of this are seen in the school. Senior leaders spend time in each school, mentoring, monitoring and moderating so that initiatives, policies and progress are consistently approached. Subject leadership is strengthened through being a member of the federation. Co-leaders work together strategically for school improvement. This is seen through effective shared staff meetings and work with well-chosen partners.

The vision, based on 'I have come that they may have life, and have it to the full,' is the main driver of the rich curriculum. Pupils of all abilities are supported to thrive. Leaders have taken ethical decisions to employ specialist support staff and the leader with responsibility for pupils with special educational needs and/or disabilities spends quality time in both schools. Bespoke learning plans ensure the success of all. Leaders state clearly that 'every child should have the same opportunities'. Barriers to learning through health issues, emotional needs and diagnosed conditions are removed by skilled staff. Parents appreciate the 'individual but consistent approach' of the school and acknowledge that this comes from exemplary leadership. The local environment is used to support learning through forest school. Extra-curricular activities are wide-ranging so that lives are enriched. The federation of two small schools ensures that residential visits and sports teams are viable. Spiritual opportunities are provided through the 'Shine Club', reflection areas and prayer opportunities. However, leaders recognise the need to explore a shared understanding of spiritual development and to extend this across the curriculum.

Hackness is a 'loving, nurturing community' where Christian values of courage, love, respect, friendship and joy are lived out in a meaningful way. Parents regard the school as 'one big family' where everyone knows each other. They value the support given during the pandemic when staff contacted them regularly and supported individual needs. The school ensures that mental health, wellbeing and safety are prioritised. The behaviour policy has been re-written to reflect the vision. Forgiveness, reconciliation and zones of regulation mean that pupils can flourish. Pupils consider that the school is welcoming and explain that new pupils are quickly part of the school family. Parents agree that everyone is included and 'respect is shown to all'. The school ensures that pupils understand difference and diversity. They have invested in carefully chosen texts so that images and viewpoints from the wider world enrich this rural community. Older pupils are studying a history topic on the Windrush and they have explored discrimination in depth. Pupils are aware of some world issues and have organised fund raising for war zones. Their role as courageous advocates is developing, but they are in the early stages of taking independent action to challenge injustice.

Collective worship is a focal point of the school day and is an expression of 'learning, living and growing in God's world'. There is no hall in this small school so twice weekly the school family meets in the adjacent church. As a result, there is space to welcome parents to worship regularly. One parent explained, 'everyone

is welcome and the ethos is universal.’ A governor and representatives from Faith in Scarborough Schools lead weekly, which provides a breadth of Christian worship. Pupils prefer the church environment because it is ‘made for worship’ and it is ‘peaceful’. In order to ensure continuity of themes and message in class worship, plans, rooted in the vision, have been revised this year. These documents support staff to inspire pupils to understand the vision in the context of biblical teaching. Many pupils speak knowledgeably about Bible stories which have impacted on their actions ‘to share’ and ‘to have courage’. Worship continued virtually and in class throughout the pandemic. Feedback surveys show that it was valued by many families. Collective worship at Hackness is inclusive and invitational. Staff all attend worship and see it as a time to ‘come together for a common purpose’ and to ‘take away the message for the rest of the day.’ There is a new incumbent and more contact with the church post pandemic is now possible. The recent Jubilee service was a moving occasion for the whole community. Pupils’ understanding of the Trinity is supported by lighting three candles at the start of worship. Diocesan support has been significant, especially for staff who are new to church schools. The impact of this input is clear to see through monitoring reports. Pupils are developing their role in planning, leading and evaluating worship.

RE is a core subject at Hackness. The co-ordinator began her role six months ago, but has been well supported by the experienced lead from Wykeham and also the diocesan adviser. Together they have re-planned the RE curriculum. This is to ensure that pupils in mixed age classes are able to develop age-appropriate skills of enquiry, analysis and interpretation. Planning also shows opportunities for pupils to flourish through learning about a range of religions and world views. Pupils at Key Stage 2 travel to Bradford to visit places of worship. They value learning about ‘different faiths and religions so that we respect them.’ Training for new staff is a priority and the school empower all staff to teach high quality RE. Monitoring takes place termly through observation, looking at RE books and pupil voice. Pupil discussion in lessons shows that they are able to consider at a high level ‘big’ questions like ‘What matters most to Christians and Humanists?’

The distinctive Christian vision at Hackness enables pupils and adults to flourish.

Contextual information about the school

Date of inspection	23 June 2022	URN	121497
Date of previous inspection	18 March 2015		
School status	VC	NOR	073
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	York		
Headteacher	Janet Spittal		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	The headteacher is head of both Hackness and Wykeham Church of England Primary Schools.		
Inspector’s name	Heather Rattenberry	No.	0964