

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Hawksworth Church of England Voluntary Aided Primary School

Address Main Street, Hawksworth, Leeds, LS20 8NX

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**

**The effectiveness of religious education (RE)**

**Good**

### School's vision

'Learning through Love, Fun and Faith', providing the highest quality education, for each and every child, in partnership with parents, within a happy and respectful Christian community.  
Our guiding Bible verse is, 'Love your neighbour as you love yourself' (Matthew 22:39).  
Love, trust, courage, friendship, respect and forgiveness are our core Christian values.

### Key findings

- Hawksworth is a welcoming, nurturing school where pupils and adults flourish through love, fun and faith. There are opportunities to embed the vision further around the school.
- Partnerships with the local parish, local schools and the Diocese of Leeds are strong and mutually beneficial.
- Staff use questioning skilfully. This challenges pupils appropriately in their learning. Reflection on the termly big questions often enhances pupil spiritual development.
- Collective worship is a central, inspiring feature of school life. It unifies the school community and pupils and adults respond well. This was equally true during the pandemic. There are further opportunities for pupils to plan, lead and monitor collective worship.
- Religious education (RE) is a key subject in the school. It is well-led and well-resourced. Pupils of all abilities make good progress as a result of the rich and engaging curriculum.

### Areas for development

- Ensure that the school's vision statement is more accessible to pupils and that it influences school policies more strongly.
- Enhance the effectiveness of the collective role of the foundation governors in the monitoring of the school.
- Further develop pupil involvement in planning, leading and monitoring collective worship in order to develop their existing thoughtful and respectful responses.

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

Hawthorn School is welcoming and nurturing to all. The vision and associated values make a real impact on positive relationships between pupils and staff and pupils demonstrate genuine care for one another. This was evident during the pandemic where so many staff 'went the extra mile' to ensure as much cohesion as possible in the school community. The long-standing vision has been instrumental in devising six very appropriate Christian values that impact on all aspects of school life. 'Loving your neighbour' grounds the school appropriately in Jesus' teaching and in service as a key principle in everyday life. The words of the vision are not so well known by pupils. There is opportunity to embed the vision further by revisiting how it is explained and reinforced around the school.

School leaders effectively monitor the impact of the vision and the values on the daily life of the school. The vision has begun to shape policies and development plans, for example over admissions. There is scope for the foundation governors to play more of a collective role in monitoring and developing the distinctively Christian elements of school life.

Strong, mutually beneficial partnerships are a hallmark of school life. Hawthorn is part of the Aireborough Learning Partnership Trust. This co-operative group of schools has enabled staff to benefit from shared good practice, pupils to have more specialist PE opportunities and all to see the value of trust being worked out practically. The dedicated Hawthorn headteacher has mentored aspiring leaders of church schools, just one of many ways he shows his commitment to strategic Church school leadership. Leeds Diocese contributes its expertise to the school, particularly over buildings and the curriculum. Staff and governors benefit a lot from diocesan training on church school development.

The parish priest is a treasured visitor in school. He leads collective worship inclusively and inspiringly. He does an annual teaching Eucharist for the whole school which helps to progress learning and underlines its centrality for Christians. Staff and pupils particularly appreciate his time and concern in checking on their wellbeing. The school and local churches mutually support each other. The churches, for instance, host daytime and evening worship for the school. Pupils and staff contribute, for example, to foodbank collections and the Christmas tree festival.

School values are driving the current review of the curriculum. The aim of the review is to make the curriculum even more appropriate to the context of the school. Staff challenge pupils to keep improving their learning. This is often done by challenging questions but with strong support to individuals if necessary. Assessment is standardised, including in RE, and helps pupils to know where they are and what steps they need to take next. Opportunities for spiritual development are found across the curriculum. Big questions for each term are in each class's reflection corner and pupils enjoy noting how their understanding develops. There is, however, no school-wide shared understanding of spirituality.

Educating for life in a more diverse society and world is a priority in the curriculum. Art, reading books, visitors and termly topic days are drivers for this. Pupils discuss issues in the world sensitively and confidently. They understand that 'loving your neighbour' means both courageous advocacy and practical action. They are committed to many charities. As one pupil commented, 'Jesus would give to the poor.' Pupils show great understanding and compassion in connection with the local hospice. A number of pupils have learnt how to do the Lord's Prayer in sign language. This is an example of their desire to be as inclusive as possible in worship and in general school life.

The learning mentor plays a key role in the school. She finds engaging and interesting ways to highlight issues of mental health and wellbeing. The worry box and workout gives pupils an easy way to raise challenging topics. The learning mentor uses this as a method of very effective peer support for pupils. Pupils behave well in an ordered and respectful

school. Leaders use the concepts of forgiveness and reconciliation as examples of love in action in the rare cases of misbehaviour. The learning mentor is often involved in ongoing support for individuals.

The vision guided actions during the pandemic. Leaders knew that it was important to reassure pupils and parents that they were cherished by God. To continue, therefore, with collective worship was a priority. Prayers took on a deeper meaning as signs of hope and unity, when physical togetherness was not possible. Time for reflection is a prized feature of collective worship for both pupils and adults. Leaders ensure that weekly collective worship is led skilfully and memorably by older pupils. This is less developed for younger pupils. Thursday Think collective worship enhances class reflection on the key messages of that week's worship. It also acts as informal monitoring and evaluation. Pupils have few opportunities to be involved in the planning of the school's worship programme.

The emphasis on celebration is one way of marking the impact of the vision on pupil flourishing. Collective worship celebrates achievement in its widest sense. Pupils use the stimulating reflection areas in classrooms to consider their demonstrations of school values. Friday collective worship and the newsletter congratulate the many who do. Pupils can also bring in evidence of their out of school achievements and this gives 'a feeling of the extended family' in collective worship. The reflection areas also contain prayer trees and pupils appreciate the opportunity to put their own prayer requests into a supportive environment.

All class teachers teach RE well and positively due to the priority placed on the subject by school leaders. Regular sharing of good practice in RE is a feature of staff meetings. The exploration of faith is at the heart of school's vision and of RE. Older pupils discuss the concept of messiah confidently and wonder about the potential role of a messiah in today's world. Respect of all views is genuine and a product of the school's vision. Pupils explore topics using creative techniques such as art and drama. Making clay diva lamps gives pupils insights both into Hinduism and also on how to symbolise good triumphing over evil. Effective monitoring of RE is carried out by the subject leader and the headteacher.



## The effectiveness of RE is **Good**

Skilled leaders have tailored an up-to-date, relevant RE curriculum to cover a wide range of faiths and beliefs and to bring out the best in pupils. Pupils of all abilities handle challenging concepts confidently and make good progress through answering and asking stimulating questions. Younger pupils eloquently discuss, for instance, whether Jesus really looked like the statues of him in churches. Teaching of RE, as confirmed at inspection, is never less than good.

## Contextual information about the school

Date of inspection	23 March 2022	URN	108009
Date of previous inspection	6 May 2015		
School status	Voluntary aided primary school	NOR	105
Name of MAT/Federation	n/a		
Diocese	Leeds		
Headteacher	Dale Norris		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below with national averages.		
Additional significant information	The school is a member of The Aireborough Learning Partnership Trust, a co-operative, collaborative trust.		
Inspector's name	Simon Stevens	No.	953