

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Hartshorne Church of England Primary School | |
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| Address | Main Street, Hartshorne, DE11 7ES |
| 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 |
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| <p>We are a learning family, inspiration at our heart. Inspired by our Christian values of friendship, compassion, creativity, trust, respect and responsibility to live life in all its fullness. Family, showing God's love for one another to help us reach our full potential. Learning continually and encouraging one another. School, parents and governors.</p> |
| Key findings |
| <ul style="list-style-type: none"> • Leaders are unable to explain how biblical teaching roots the school vision. Christian values have a high profile with only tenuous links to the vision. There is confusion relating to how the vision and values are linked with fruits of the spirit. • The sense of family is strong in this inclusive school. Everyone speaks passionately about being nurtured and cared for. • Leaders have minimal knowledge of the essential requirements of a church school. Consequently, monitoring and evaluation of the Christian character of the school is not strategic and robust. It does not feed into development planning. • Collective worship is the main attribute helping the school community to focus on elements of Christian distinctiveness in the absence of a biblically focused vision. Pupils lead worship with confidence and sound knowledge. • Pupils are not flourishing as they should because leaders offer limited opportunities for them to experience life beyond their locality, including visits to enhance their knowledge of world religions. |
| Areas for development |
| <ul style="list-style-type: none"> • To review the school's vision statement and root it in biblical teaching to ensure the school's original Christian foundation is maintained. To develop clarity and cohesiveness between the vision, values and fruits of the spirit. • For leaders and governors to develop a strategic and robust system which monitors the impact of a biblically based vision and Christian character of the school. As a result, rigorous evaluation will feed directly into effective development planning. • To facilitate visits and opportunities for pupils to deepen their knowledge and understanding of world religions in order to empathise with nearby cultures and communities. |

Inspection findings

'We are a learning family, inspiration at our heart' clearly reflects the focus on family and Hartshorne's commitment to being a child-centred school. However, leaders are unable to articulate a Christian narrative or explain how the school's vision is rooted in biblical teaching. As a consequence, the school could not be evaluated against a distinctively Christian vision and was judged not to be good. There is some awareness of the school's Christian foundation which is helping to maintain elements of Christian distinctiveness. Christian values are dominant and have little connection to the overarching vision. The very recent introduction of a Bible verse and implementation of fruits of the spirit as complimentary values has caused confusion. Pupils explained that these were very new values and were unclear how they related to those already established. The school has yet to reintroduce several initiatives which were in place before the covid pandemic. This slow post-covid return has also had an impact on the development of the Christian character of the school.

Leaders at all levels have minimal knowledge relating to the essential elements required in a Church school. Therefore, there is a lack of focus on Christian distinctiveness because the vision is not underpinned by biblical theology. Each governor's meeting begins with a prayer but there is little evidence to indicate that the school's Christian foundation is important to leaders. Some monitoring of the Christian character of Hartshorne takes place but this is not strategic or robust. As a consequence, evaluation of the impact of a Christian vision, enabling all to flourish, is overlooked and does not contribute to improvement planning. Leaders are unaware of current thinking in Church school education as most training attended is very historic. Access to Church of England training by senior leaders is in its infancy and has yet to have an impact in school.

There is a determined focus on the uniqueness and individuality of each pupil at Hartshorne and this is reflected in curriculum provision. A well utilised forest school space complements learning. Pupils produce honey from their own bee hives, developing a unique curiosity about the natural world. Provision for pupils with additional needs is well led by an effective co-ordinator who is relentless in liaising with outside agencies in order to offer the best support and learning opportunities. The headteacher and staff have a clear understanding of spiritual development. Regular spirituality days, focusing on Christian values, contribute to the spiritual development and flourishing of pupils. The statutory entitlement for RE is being met and adequate time allocations are given to Christianity and other world faiths. Pupils enjoy learning about religion and can remember visiting places of worship pre-pandemic but there are currently no plans in place to reinstate these experiences. As a result, pupils are not given real-life opportunities to develop their knowledge of cultures and religions in nearby communities. They express how the school is a safe space to critically reflect, using words such as atheist and agnostic with confidence. One pupil stated, 'RE helps me to understand people so I do not accidentally say something wrong and upset them.'

Pupils verbalise how the school's values give them resilience to cope in difficult circumstances and enable them to make positive choices. Charity fundraising initiatives are usually selected by adults, limiting opportunities for pupils to voice how they can make a difference to others. The eco-group encouraged their peers to walk to school as part of their awareness of the COP 26 climate change conference last year. Older pupils are given opportunities to ask 'big questions' about life. There is some provision for classes to see life beyond their locality through the use of television news clips although practical experiences are limited.

The sense of a family encouraging one another at Hartshorne is strong. Parents convey how they chose the school for its sense of family and Christian values, although they demonstrate

a limited awareness of the vision. Staff are very positive and express how everyone cares for each other and that the headteacher is always there to listen to them. There are secure systems in place should support for adult mental health be required and examples were shared of how this has benefited individuals. Effective anti-bullying ambassadors use classroom 'sorry' and 'bully' boxes to underpin relationships and help to seek resolutions. Provision for individual 'positive play' gives opportunity to promote the school values and find a sense of peace. One pupil spoke of how these sessions also give them a chance to pray if they want to. All are treated with dignity and feel valued and there is a strong culture which celebrates difference and diversity. Pupils feel confident to express their views within an ethos of mutual respect.

Collective worship is the key element helping to maintain an awareness of Christian distinctiveness amongst the school community. The 'Collective Worship Crew' regularly lead worship and this is a strength of the school. Worship is planned effectively around the school values using a weekly Bible story. Pupils enjoy the opportunity to sing together but experience a limited choice of songs. Traditional hymns are rarely sung. Prayer is used in both formal and informal contexts. It is invitational and provokes thoughtful and respectful responses. Provision for worship during remote learning was spasmodic although some videos of worship in school was shared with pupils at home. The school is well supported by local churches who lead inspirational worship regularly. Despite the absence of a vicar, links have been maintained with St. Peter's Church and parents value the opportunity to attend for special occasions. Outdoor Friday lunchtime worship on 'The Ramp' always focuses on the trinitarian nature of God. Pupils have an appropriate level of understanding of how the weaving of three ropes makes a single strand, representing the Holy Trinity.

One member of staff stated, 'This school goes above and beyond for its children.' Regrettably, the lack of a well-defined, biblical vision has weakened the impact of a deep Christian foundation which enables the whole school family to flourish.

| Information | | | |
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| School | Hartshorne Church of England Primary School | Inspection date | 6 October 2022 |
| URN | 112824 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Derby | Pupils on roll | 112 |
| Headteacher | Sarah Layhe-Humphreys | | |
| Chair of Governors | Sarah Withnall | | |
| Inspector | Joy Hardy | No. | 944 |