



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Hartwell Primary School, a Church of England Academy

School Lane  
Hartwell  
Northampton  
NN7 2HL

#### Diocese: Peterborough

Local authority: Northamptonshire

Dates of inspection: 17 March 2014

Date of last inspection: 14 November 2008

School's unique reference number

Headteacher: Mrs Jayne Clancy

Inspector's name and number: Reverend H. Morey Gompertz 507

#### School context

Hartwell Primary School is a smaller than average sized school in a rural setting. There are currently 190 pupils most of whom come from Hartwell. The percentage of pupils with additional needs is above average. Very few pupils come from minority ethnic backgrounds and almost all speak English fluently. Proactive succession planning strategies have resulted in a significant number of governors appointed within the past twelve months. The school has just completed a large building project which over-ran its schedule significantly.

#### The distinctiveness and effectiveness of Hartwell Primary School as a Church of England school are good

- The care for individual pupils who are seen as children of God is outstanding.
- The priority, planning and management of collective worship and RE nurture the pupils' spiritual development.
- The high expectations offered within a supportive Christian environment are effective in securing high levels of success for all pupils.

#### Areas to improve

- Improve the pupils' knowledge and understanding of the similarities and differences between Christianity and other world faiths.
- Refine the monitoring systems so that new governors become more confident in their role.

#### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Loyalty and commitment to its Christian foundation underpins the aims, development and management of this school. Governors, staff, parents and pupils speak confidently of the impact this has upon the life of the whole community. The school's standards of achievement are

excellent. Data shows that pupils are achieving above the national average in core subjects. All pupils make progress responding to the school's provision of positive learning experiences and high expectations. The pupils show understanding of the values system included in the school's vision. Although pupils differentiate values which are 'special ones from the Bible', one of the areas for continued development identified by the school is to show more clearly those values that are distinctly Christian. The parents praise the way in which pupils' achievements are celebrated, their strengths affirmed and pupils commended for persevering in areas they have found hard. They see the school's Christian values strengthen pupils' self-confidence and enable them to be unafraid of 'being different and standing up for what they believe'. Pupils' spiritual, moral, social and cultural (SMSC) needs are effectively met by the school's provision of times for reflection throughout the day and opportunities to take responsibility for themselves and others. The pupils appreciate the opportunity to set rules and expected codes of behaviour at the start of each year. They are given responsibility to care for areas of the building and pieces of equipment. Pupils' contributions in recent surveys indicate that they recognise the impact of these in shaping their behaviour in school as well as in their daily life. Their responses to art and religious education (RE) would indicate high levels of empathy, imagination, creativity and reflection. Pupils display enjoyment of the variety of learning experiences offered in RE and their levels of achievement in this subject match those in core subjects. The pupils' behaviour is excellent and the manner in which they support and care for each other is evident in their exemplary relationships. The school attributes the way in which vulnerable groups achieve well to the quality of caring relationships between teacher and pupils which impacts upon daily life inside and outside of school. Parents are united in praising the communication between school and home, and the school's speedy response should problems arise. Pupils are encouraged to respond to the needs of others showing Christian values of generosity and gratitude by organising fundraising for a very varied collection of causes: local, national and global. Pupils are proud of their efforts to help elderly folk in the village. The school supports a child in Africa and the regular letters they receive from her are shared so that 'we really feel that we know her'. The contrasts revealed contribute to their growing understanding of cultural differences. Further experiences offered within the RE curriculum heighten the pupils' awareness of other cultures. Pupils speak enthusiastically of how their visits to different places of worship have increased their knowledge and tolerance towards those with other faiths.

### **The impact of collective worship on the school community is good**

The impact of worship upon the pupils' lives is evidenced in their responses to a survey where a large majority attributed their choices to behave well and be good friends to the stories of Jesus and the Bible readings they had heard in worship. The school plans worship with care introducing a variety of leaders and visitors. They use "Values for life" particularly to resource and empower worship leaders to keep the Bible as a central focus. The attitude of all members of the school community as they prepare and gather for worship is evidence of their high expectations and sense of positive anticipation. Parents appreciate the ways in which pupils discuss at home many of the issues raised in worship at school. A range of creative and inspirational experiences are offered through music, reflection and prayer so that worship is accessible to all. The pupils praise the way in which their suggestions are treated seriously and often adopted. They articulate the purpose of prayer appreciating the way that their personal concerns are mentioned when appropriate. They value the fact that prayer can happen at any time in the day "just when we need it". They learn traditional prayers including the Lord's Prayer and appreciate the special school prayer sung on Fridays, and lunch time grace for which they have devised actions. The school has developed a rhythm in worship pattern which embraces the seasons of the Church year, its major festivals and teaching. The vicar and other ministers support the school in planning and leading worship and the pupils' familiarity with the seasons and some simple responses enhances those occasions when they worship in church. Pupils particularly enjoy visits to the church both to worship and as part of the RE curriculum. They are proud of the displays of their work showing their appreciation of the building and

describe its atmosphere with sensitive respect. The vicar visits and supports the school. Creative linking of worship topics with other areas of school life, including the school blog, leads to deeper thought and reflection. Parents note that this often leads to family discussion at home. Although pupils speak about Jesus, they find the concept of the Trinity more difficult to articulate. When prompted, they were able to respond to the idea of Father, Son and Holy Spirit used in the blessing often at the end of a service. Pupils express appreciation of the variety brought by visitors who lead worship. Monitoring and evaluation by foundation governors contributes to the school's evaluation and the school has identified the need to widen the responsibility of all governors to monitor worship and the school's distinctiveness. Thus the present induction process of the new governors will include training in this area. Collective worship is included both in the whole school self-evaluation and also in the Section 48 evaluation and development plan.

### **The effectiveness of the leadership and management of the school as a church school is good**

The school's Christian foundation is effectively promoted by the headteacher, governors, parents, pupils and staff. Its distinctively Christian character drives a cycle of realistic self-evaluation, monitoring and improvement planning to achieve consistently richer learning experiences and higher achievement for all pupils. The headteacher's Christian commitment and leadership encourages all governors and staff to participate in ongoing training and professional development so supporting Christian leadership at all levels. Pupils, staff, governors and parents describe the impact of Christian values on the whole life of the school and parents praise the way in which their children are encouraged to see themselves as unique and each one as a child of God. The school's self-evaluation is secure so that governors and leaders are kept well aware of the school's performance and progress as well as the areas where improvement is needed. The issues of the previous inspection have been met, The school have increased the opportunities offered for direct contact with people of other faiths and cultures and these are much appreciated by the pupils. More rigorous monitoring systems have been developed and all governors are involved in its self-evaluation. They, together with parents and pupils, use surveys and visits to evaluate worship and the distinctively Christian character of the school. Parents, staff and pupils are aware of the need for this to develop as the school moves forward in its status as Church of England Academy. Worship and the teaching of RE are seen as a priority with training, support and resources allocated appropriately. RE is well planned and well managed. Governors are regular visitors and contribute fully to the life of the school. Children are given responsibilities in many aspects of school life and take these very seriously. The school council is articulate and pupils value the many opportunities they have to express ideas and opinions through class councils and circle time. Closer relationships with the diocese, local church and community are developing and the school supports a nearby church school in supportive friendship and sharing of resources. The impact of this school's welcome, worship and work reflect its Christian values and foundation.

SIAMS report March 2014 Hartwell Primary School a Church of England Academy, Hartwell NN72HL