

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

### Hartwell Primary School

<b>Address</b>	School Lane, Hartwell, Northampton, Northamptonshire, NN7 2HL		
<b>Date of inspection</b>	12 March 2019	<b>Status of school</b>	Academy
<b>Diocese</b>	<b>Peterborough</b>	<b>URN</b>	136542

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Hartwell Primary School is a primary school with 206 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. 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 national averages. The school is a stand alone academy with a new headteacher in post from September 2017.

#### The school's Christian vision

Our Christian values help us support and challenge every child to aim for the highest standard in who they are and all they do. We aspire for our children to achieve their full potential in every way, developing a lifelong love of learning, in order to experience 'life in all its fullness' (John 10:10).

#### Key findings

- Pupils and staff know and understand its Christian vision and associated values which are based on the life and teachings of Jesus. These are reflected in the excellent attainment, relationships and behaviour across the school.
- All the children are treated with respect as unique individuals who make good progress both academically, socially and morally, aspiring to be the best they can be in order to live life in all its fullness.
- Children readily challenge injustice and inequality, clearly demonstrating God's love for everyone. This is a strength of the school.
- Collective worship is invitational and inclusive of all, whatever their beliefs. The children are confident to express their views and opinions knowing that they will be listened to and accepted by everyone in school. There are insufficient spaces in school for quiet prayer and reflection at other times.
- Religious education (RE) is well planned and encourages the children to analyse and enquire, allowing for respectful debate.

#### Areas for development

- Agree a definition of what spirituality means for the school in order to deepen the children's spiritual development.
- Strengthen links with the local church so that children broaden their understanding of Anglican traditions, such as the Eucharist.
- Make the school's Christian vision and values more explicit within the school buildings so all can understand how this underpins the ethos, enabling everyone there to flourish.

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

The headteacher and the whole school community have successfully revisited and revised the school's vision and associated values. The children are reminded of the life and teachings of Jesus through the values of honesty, achievement and aspiration, respect, trust, wellbeing, enthusiasm, listening and loving as the initials spell out Hartwell. The vision and values are implicit in what the school refers to as 'the Hartwell way' of living and learning. The whole school community demonstrates them daily in the exemplary behaviour, good relationships, high attendance and the positive attitudes to learning. The school's motto of 'believe, aspire, grow', based on the parable of the sower, is understood by everyone, reflecting the growth mindset within the school. The leaders demonstrate an awareness of current thinking in Church school education. They value everyone as God's children, individual and special. The agreed Christian vision inspires the children to develop their talents, be hopeful and resilient, form good relationships and work respectfully with everyone.

Evidence shows governors are involved in continuous self-evaluation and they offer both challenge and support to the school. The vision and values are reflected in school policies and their identified areas for the future development as a Church school. Governors are aware of the importance of developing future Church school leaders and the close links with the diocese and other church schools support this. As a result of the headteacher's passionate leadership, rigorous monitoring and assessment, RE is well planned and effectively taught. Standards are close to those in the core subjects as marking is to the same rigour as in literacy. Teachers have attended training in RE enabling them to consolidate and deepen their own knowledge and understanding. Inspection evidence shows that the children develop critical thinking skills and explore theological concepts. As a consequence, they ask questions such as 'Why are we here?' and 'Are we alone in the universe?' This clearly reflects the value of trust, demonstrating their confidence in exploring their own religious and spiritual ideas. The children say they enjoy learning about other world faiths allowing them to recognise both similarities and differences between them. They illustrate respect for other points of view in both their written work and also through their discussions, particularly when reflecting on Christianity as a living world faith.

Standards of attainment are high across the school. Vulnerable children make good progress and often achieve in line with their peers. The curriculum is planned to be both inclusive but challenging, reflecting the school's values of aspiration and achievement, enabling the children to become confident learners. Achievements are recognised by the children themselves as well as by the adults in school. Children are supported both academically, physically and mentally. To support more vulnerable pupils, targeted group and individual lessons are planned and provided. Reflecting the precious gift of life from God, children are encouraged to keep healthy and active through school sport. The school value of wellbeing has encouraged adults to have training in supporting their own and the children's mental health. As a result, children say they have applicable self-help strategies and know they can discuss worries with the adults in school without fear.

Leaders have forged some links with the local church. They invite groups such as the Archway Trust, to lead collective worship and run 'Tea and Toast' drop-ins for parents and the wider community. Collective worship is planned around the school's values and associated biblical texts as well as reflecting current local and world issues. Leaders and governors carry out regular monitoring which shows that collective worship takes a variety of forms. The children have times for reflection and prayer if they want to, in order to develop their own spirituality. Through worship the children say they have been inspired to think about their behaviour and attitudes, to better reflect the examples Jesus gave us. Children are able to place their own prayers in the prayer cross to be read out during collective worship. The children speak very positively about the 'prayer spaces' the ethos committee have organised, both in school and at Christmas in the church. The children say they enjoy opportunities for prayer as they feel closer to God when praying. Children have become involved as ambassadors in planning and leading collective worship. The children can clearly articulate an age appropriate understanding of the Trinity, reflecting the focused teaching and learning in RE lessons and collective worship. Through collective worship the children have some understanding of Anglican traditions and festivals but have little experience of the Eucharist.

The culture within the school reflects its Christian vision and value of love in the very positive attitudes shown by the children when acting as courageous advocates. Through their actions to support injustice and inequality the children actively promote Christianity as a living faith. Therefore, the children have supported numerous causes

both locally, nationally and globally. Examples of these charities are collecting tins for local foodbanks and donating hair to make wigs for children with cancer. The children recognise the wonderful world God has made through the work of the school eco-council. They plan ways to protect the environment, such as becoming a centre in the community for crisp packet recycling.

Leaders and governors regularly review policies relating to behaviour, bullying and attendance reflecting the Christian vision and values. The vision of supporting the children to 'live life in all its fullness' is positively reflected in the enthusiasm and encouragement shown to everyone, impacting on the children's aspirations and resilience. The school is warmly welcoming. For example, a parent commented that it is 'a caring and kind school. Everyone has time for everyone else.' The children know they are all God's children, unique and special, so incidents of prejudicial behaviour are very rare. When disagreements occur, they can put forward their point of view without fear. The Christian vision and values support them to disagree well. They know there may be consequences to their actions but are confident in the atmosphere of forgiveness underpinned by Jesus' teaching.

The ethos of the school, in promoting its Christian vision and values in the lives of both adults and children, enables them to flourish.

Headteacher	Jamie Pardon
Inspector's name and number	Carolyn Gleeson 929