

Harewood Church of England Voluntary Controlled Primary School

Harewood

Leeds

LS17 9LH

Diocese of Bradford and Ripon & Leeds

Leeds City LEA

SIAS inspection: 23 January 2006

Previous S23 inspection: 4 October 1999

URN: 107989

Headteacher: Mr. Andrew Pickles

SIAS Inspector NS: Mr. S. Weston.

Context

Harewood C.of E. controlled is a small expanding village primary school. Currently the school has 98 pupils and draws from a wide catchment area. Above average numbers of children are from minority ethnic backgrounds or have English as an additional language but few are at an early stage of learning English. The head teacher joined the school in April 2004.

Summary Judgement

The school is an outstanding church school and Christian values underpin its life and work in every sense. There is a strong commitment to the development of the whole child within the context and environment of a united and supportive school community. This has had the effect of creating an environment in which the children flourish and is the product of outstanding leadership from the head teacher, and the governors with the support of the whole staff.

Established strengths

- A very strong focus on Christian values through collective worship and time for prayer and reflection.
- A very strong emphasis on the spiritual and moral development of the children.
- Positive culture of praise and support, of love and care and trust for all the school's community and one which is a shared commitment.
- Outstanding leadership creating an exceptional Christian ethos that permeates all aspects of school life and is highly valued by all of the school's community

Focus for development

- Continue to sustain and develop the outstanding work already in progress.
- As part of a revision to the SIP format consider with the governors developing a section dedicated to the school as a church school, drawing together many of the threads that exist in other parts of that document and include for example, plans for services at St Oswalds, and confirmation classes.
- Develop further the links with the diocesan education team through contact with the school's adviser and investigate the feasibility of staff training in collective worship and other relevant areas that are felt to be useful.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, meets the needs of learners outstandingly well.

The Christian ethos in the school is very strong and permeates every aspect of the school's life from documentation and displays through to practice and is the result of a total commitment to the development of the whole child within a supportive school community. Christian values are evident in every part of the school particularly in the quality of caring and harmonious relations between pupils and pupils and staff. Pupils from all cultures feel safe and happy, secure in the knowledge that their beliefs are respected and valued. The school does not have to practise "inclusiveness," it is a natural way of life and is much valued by parents of all faiths. The Christian distinctiveness of the school which is promoted strongly by the head teacher is shared and practised by the governors and staff and communicated to the parents. The Foundation governors provide support at every level, monitoring and evaluating the school's progress, and act as critical friends to the head. A strong culture of reward and praise is evident everywhere not least in behaviour management which focuses on developing rather than punishing the child and the concept of forgiveness and reconciliation is central. The atmosphere around the school is relaxed and orderly and the children demonstrate extraordinary courtesy and consideration together with natural good manners to each other and to adults. The staff provide excellent role models.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is outstanding

Collective worship, prayers and the opportunity for reflection are truly central to the life of the school and pupils and staff value the peace and the opportunities offered for spiritual development, particularly at the beginning of the day. Worship is well planned by the vicar and head teacher with further Foundation governor support. It includes dates on the Christian and the church's calendar and the format in general use encourages active daily participation from the children. Opportunities exist for further involvement by the children with music and role play and at services in church. The inclusive nature of collective worship enables pupils of all faiths to be equally involved with their parent's full approval and support. The vicar makes regular contributions to worship linking the school with the Anglican traditions and the church. The head teacher has plans to further this with acts of worship in St Oswald's church. Worship makes an outstanding contribution to the life of the school and to the children's moral and spiritual development while at the same time contributing to the creation of an excellent learning environment.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are outstanding.

The headteacher provides the drive for the school's development as a church school, and is actively supported by the governors and staff. The Foundation governors monitor and assist in the evaluation of the school development as a church school and report to the full governing body all of whom assist with the SEF and the SIP where plans for further development are outlined. The staff are fully involved in the school's development and feel a sense of empowerment to which they have responded positively and with enthusiasm. The relationships and contact with the diocese and National Society are strong and there are sound plans to develop this further. The pupils and parents are very positive about the school and the direction it is currently taking and their views are sought formally and informally. Particularly valued by parents of all faiths, is the atmosphere and ethos which is conducive to the creation of an excellent learning environment which actively promotes the social, moral, spiritual and cultural development of all the children.