

National Society Statutory Inspection of Anglican Schools Report

Hawsker-cum-Stainsacre Church of England Voluntary Controlled Primary School

Hawsker

Whitby

N.Yorkshire

YO22 4LA

Diocese: York

LA: North Yorkshire

Dates of inspection: April 6th 2006

Date of last inspection: 2000

School's Unique reference number: 281027

Name of Headteacher: Mr John Barber

Inspector's name with National Society inspector's number: John Pauling (66)

Context of the school

Hawsker CE [VC] Primary School is situated in an area of rural deprivation. It has 71 children on roll, approximately half of whom come from out of catchment. They all come from a white ethnic background. A building extension is planned to relieve the current cramped accommodation.

Summary Judgement

Hawsker CE Primary School is effective in providing a good all round education within a caring environment. It is valued by its community. Overall its distinctiveness as a Church school is not sufficiently explicit, nor does it celebrate this status.

Established strengths

- Good behaviour and relationships are underpinned by Christian values.
- There is a commitment to the education of the whole child
- There is a strong team ethos where everyone feels valued
- The children achieve high standards especially in music and sports
- Links between Church and School have been enhanced by the imaginative use of Church buildings

Focus for development

- A rolling programme of planning, monitoring and evaluation of collective worship
- Improve the distinction between assembly and worship
- Make explicit the distinctive Christian characteristics of the school

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

The school makes good provision for its learners' needs including some aspects of spiritual development.

Christian values are implicit in the school's vision of educating each child as a valued and unique individual. Parents speak highly of their children's happiness and the nurture provided by the school. The distinct role of the school as a church school is not, as yet, stated clearly in the aims or policies and is not made explicitly obvious in other areas of school life. There is a caring and compassionate ethos demonstrating broadly Christian principles. This enables each individual to make good progress. There is a focus on teamwork and mutual support for both adults and children. Good practice in personal and social education is embedded into all areas of the school. This provides pupils with a high degree of confidence and good self-esteem that allows them to reach out to the wider community through music, sports, and drama. The school provides excellent opportunities for each child to develop their talents in both music and sport. Christian values are evidenced in the good relationships between all members of the school community. The children are encouraged, as part of their SMSC, to contribute to the wider community with visits to the Old People's Home and by fundraising for the Church.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is inadequate.

Collective Worship plays a regular part in the life of the school, although it is not always recognised as worship. It is often included within an assembly but little or no differentiation is made. There are sometimes contributions from pupils or visitors. I observed children playing instrumental music to introduce part of the Easter story. Parents and some other members of the wider community attend special celebrations from the Anglican calendar. These acts of worship have a positive impact on the whole community. A parent commented that the only way in which she accessed a Christian service was through school. The Ash Wednesday and Christingle services are two such examples. There is not always a clear focus for worship nor is there much emphasis on prayer. There is some confusion amongst pupils as to what prayer and worship are. A more formal structure to the planning of Collective Worship would provide continuity and a basis for evaluation. The Acts of Worship appear appropriately pitched and include a range of music and visual aids. The cramped accommodation is not conducive to acts of collective worship within school but those held in the church are well supported. The children enjoy the singing of hymns and know many by heart.

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

The leadership and management of the school, as a church school, are satisfactory in so much as the Head and Governors promote a vision based upon implicit Christian values. There are high standards of achievement and care. Teachers and support staff enjoy their work because they feel valued within the community and very much part of a team. Pupils are made welcome and the caring, inclusive environment allows everyone to flourish. Parents speak highly of the relationships and nurture provided by the School. There is a strong partnership between Church and School through the shared use of buildings. There are already some informal systems in place for planning, monitoring and evaluating Collective Worship. More formal systems are developing which will give a clearer structure to worship. Recent self-evaluation has been undertaken. A positive relationship with the new incumbent is strengthening the Church/School link. There are strong links to its feeder school. R.E. has a positive impact on the school community as the parents feel that it widens the children's horizons and broadens their perspective on life.

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