

National Society Statutory Inspection of Anglican Schools Report

Haxey Church of England Voluntary Controlled Primary School

The Nooking,
Haxey,
Doncaster.
South Yorkshire,
DN9 2JQ

Diocese: Lincoln

LA: North Lincolnshire

Dates of inspection: 3rd. 4th. April 2006

Date of last inspection: January 2000

School's Unique reference number: 118011

Headteacher: Miss Lynne Messom

Inspector's name and number: Rev. John Pryor NS No 184

School context

The school serves the large village of Haxey in the Isle of Axholme and shares something of the isolation of that part of North Lincolnshire. It has long had a good reputation and is seen as a focus for community life. The new headteacher took up her post in January 2006. The Parish has been without an incumbent for about two years.

Summary Judgement

Haxey Church of England Primary School is a very GOOD Village Church School with many OUTSTANDING features. This is an outcome of the commitment of all the staff, the vision of the head teacher and governors as well as the well-founded general Christian principles upon which all its work is based.

Established strengths

- Excellent relationships within the school greatly enhance the quality of education.
- The school is a safe and enjoyable place to learn and work in through its ethos.
- Leadership and management is typified by efficiency, generosity and humanity.
- Collective worship is a major element in the very high quality of educational experience enjoyed by the pupils and staff alike.

Focus for development

- to continue planned review of religious education and collective worship.
- to seek ways to make school worship a special time in a special place

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

This aspect of the school's life is GOOD. Its Christian ethos supports the national initiative "Every Child Matters" by which the most able pupils are suitably challenged and those who find aspects of school life more difficult are helped effectively while all are encouraged happily to achieve their best. The pupils, and parents, value the help in understanding children receive from teachers and support staff. The very high quality of relationships within the school, which the staff carefully model for the pupils, are the result of positive behaviour policies. Behaviour in, and out of, school is very good indeed because the pupils are made aware of the need for sensible rules. The breadth of curriculum ensures that pupils have an active interest in the world around them. Their social and cultural awareness supports their energetic fundraising. The school makes very good use of the local authority's links with China, and their own link with a multi-cultural school in Scunthorpe, to broaden the pupils' cultural awareness. The school and the parish support each other well. Members of the school governing body are also members of the Parochial Church Council, and this makes for good contact between the two bodies. The Church is used by the school for worship and to support the curriculum. The pupils also receive gifts of Bibles from the Parish and the school is used by organisations such as the Brownies. In this and many ways the school is a focus for the community. Dinner times are social occasions with older pupils taking good care of younger ones, both at table and outside in the playground. The Green Cap patrol of older pupils makes sure pupils, especially those newly arrived, are not isolated and lonely. Pupils

are proud of their school and speak well of its friendliness and the support they receive from the staff. They feel involved in what happens, and believe that their opinions are listened to, as indeed they are; this improves their self-esteem. The quality of care provided for the pupils is good, and they feel safe both physically and spiritually. They are successfully encouraged to explore ideas without fear of getting things wrong. Display in the school is good, and the entrance to the school makes it very clear that this is a Christian school and proud of it.

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

This is GOOD. The quality of collective worship provided by the school is high, the pupils enjoy assemblies and recall what was done, and what the theme was. They participate wholeheartedly. Pupils are used appropriately to manage the recorded music and the overhead projector. The singing is tuneful and enthusiastic. The pupils join in the prayers reverently. All staff participate in collective worship and teachers lead worship with their classes. School worship is taken seriously and foundation governors attend and participate or lead it from time to time. The chair of the Parochial Church Council, who is a governor and incidentally a Reader, has maintained the link with the Church very effectively in this way. The Bishop's Visitor and the local Methodist minister also lead worship occasionally. This ensures that the pupils enjoy some variety in styles of worship as well as a variety of topics to think about. The worship is very carefully planned, and tied in with the school and Church Year as well as with elements in the curriculum. The member of staff responsible for collective worship is also responsible for religious education and is closely linked to the Church.

There is a variety in the setting for worship, some for the whole school, and some for particular key stages. This enables the content to be carefully matched to the levels of understanding and appreciation of the pupils. This enables the worship on some occasions to have a sharp focus, and on others, the "whole school" character of the event is emphasised.

A lit candle provides a suitable visual focus for worship, a more formal lighting of it could indicate that during the special time for worship, the hall becomes a special place. The display in the hall also adds to the richness of the meetings for worship. The sincerity of those presenting collective worship enables everyone involved to catch its importance. The pupils move into assemblies calmly and are thoughtful and attentive during the worship. Worship plays a very full part in fostering the pupils' good quality spiritual, moral, social and cultural development. It also supports and extends the development of self-esteem by providing opportunities to serve and to receive congratulations for things well done, and good efforts made. The use of the Church for acts of worship gives the pupils a good insight into the forms and traditions of the church in the parish. The school's Easter service in Church was an outstanding occasion, providing the pupils, their parents and friends with an enjoyable and moving religious experience.

How effective is the religious education?

The quality of religious education found throughout the school is GOOD. As a result, the pupils' grasp of religious and moral ideas is good. The subject supports their spiritual, moral and cultural development well. The use of a specialist teacher for some lessons gives the older pupils an extra challenge and an experience of the sort of teaching they may experience in secondary school. The work is well planned and the coordinator keeps herself and colleagues up to date with changes in the curriculum, which is based on the local authority's Agreed Syllabus. In the future development of the curriculum for the whole school, links between religious education and other subjects such as history, geography and English are wisely being developed. The Christian character of the school is clearly enhanced by the careful attention paid to religious education and by the good quality of its teaching which maintains the pupils' levels of interest and enjoyment.

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

As a result of its well-founded Christian ethos, which is much more than words on paper, the school meets all the needs of all its pupils, academic and pastoral, spiritual and moral, social and cultural very well indeed. Leadership and management overall is good.

The leadership of the recently appointed head teacher is outstanding. Following a

very well respected head of some seventeen years tenure, she has quickly assessed what the school needs and put her own mark upon it, while at the same time maintaining the very good relationships which was the tradition she inherited. The senior management, governors and staff share a very clear vision of what a church voluntary controlled village school can be. This vision continues to be worked out very well in practice. The headteacher has a very clear knowledge of standards both of year groups and individual pupils, leading to clear strategies to improve an already good school even further in the future. This is based upon a good mix of research, records, analysis of statistical information and consultations with staff, parents and pupils. The trust the good relationships foster has been enhanced by the consultations about new developments. The headteacher is a listener in fact, not just in words. As a result of this ethos of encouragement and trust, a pride in, and ownership of, the school is found among staff, pupils, governors and parents alike. Deeply ingrained in the attractive Christian ethos of the school is the high value placed on everyone in it, pupils, staff, volunteers and visitors.

SIAS report April 2006 HAXEY CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL The Nooking, Haxey, Doncaster. South Yorkshire, DN9 2JQ