

National Society Statutory Inspection of Anglican Schools Report

Hackness Church of England Voluntary Controlled Primary School

Hackness,
Scarborough.
North Yorkshire
YO13 OJN

Diocese: York

Local authority: North Yorkshire County Council
Dates of inspection: 16th November, 2006
Date of last inspection: 24th - 26th February, 2003
School's unique reference number: 3046
Headteacher: Mrs.Jenny Hartley
Inspector's name and number: Mrs.Shiela Ford. 320

School context

Hackness Church of England School is a small school of 59 pupils about a third of whom are drawn from the surrounding area and the others from further afield. Almost all pupils are white British. The Headteacher has been in post since September. Accommodation is limited.

The distinctiveness and effectiveness of the school as a Church School are good with some outstanding features.

Leaders staff and governors work together to promote a distinctive Christian ethos which permeates every aspect of the life of the school. This can be seen in the responses and attitudes of the pupils, the warm and respectful relationships within the school, and the way in which opportunities for the spiritual, moral and social and cultural development of pupils are given high priority.

Established strengths

- The caring Christian ethos of the school in which all pupils are nurtured and valued.
- The strong commitment of all stakeholders to the school's Christian vision.
- The school's provision of opportunities for the spiritual, moral, social and cultural development of its pupils.

Focus for Development

- Acts of Collective Worship need to be regularly and systematically monitored and evaluated by all stakeholders so that future development may be jointly pursued.

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

Christian values are evident in the respectful and caring relationships within the school. Learners from all groups feel valued and confident. The children commented, "We know we can ask the teachers anything, they always listen and they always have time." Opportunities for the spiritual, moral, social and cultural development of pupils are many. An effect of this is that pupils have a very positive attitude towards themselves and a concern for others. This can clearly be seen in their perception of their involvement in such initiatives as the Buddying and Peer Mediation projects, - " I suppose we're helping people like Jesus did." There is a

strong team ethos amongst leadership, staff and management, which is mutually supportive. Evidence of this is shown in a happy and secure community. Pupils are able to talk enthusiastically about the special nature of their school as a Church School and keen to identify activities which reflect the Christian foundation. As one child put it, "We're very lucky to come to this school, I suppose it's because its Christian and sort of special." Pupils behave responsibly and show high levels of independence. Links with the church are strong and mutually beneficial. The organisation of R.E. within the school is fully supportive of and complimentary to the school's Christian vision, as can be seen in the R.E. policy, R.E. planning, children's work and relevant displays.

The impact of collective worship on the school community is good with some outstanding features

Collective Worship plays an important part in the life of the school. Acts of Worship are well planned, imaginative and varied. There is a lack of space in which to conduct worship but the school copes very well. The children speak enthusiastically and positively about their experiences of worship. The impact of worship on the spiritual development of pupils is seen to be very effective. The children talk about praying quite naturally and have no inhibitions when discussing spiritual topics. All staff attend acts of worship, demonstrating to pupils and parents their full commitment to the school's foundation. Governors and parents are invited to attend Friday worship and many do. Acts of Worship are consistently Christian and contain elements of the Anglican tradition. There are productive links with the local church. The Vicar leads Collective Worship on a regular basis, and special services, such as festivals and the Leavers' Service, are held in the church. This is seen to enhance the learners' understanding of worship and of the Anglican heritage of the school. Worship is monitored and evaluated by the Head and the R.E. co-ordinator, and the regular recording of acts of worship is an aid to this. Governors have oversight of the planning of acts of worship and are regularly invited to attend. However, governors are not involved in the systematic monitoring, evaluation and continuing development of acts of worship as fully as they are in other areas of the curriculum. As worship is held to be such an important part of the distinctive Christian character of the school, the involvement of both leadership and management in the monitoring, evaluation and further development of worship will enhance this provision.

The effectiveness of the leadership and management of the school as a church school is good with some outstanding features.

All stakeholders are united in their Christian vision for the school. Under the strong leadership of the Head they seek to challenge and encourage the school community to work together to promote this vision. All public documentation and communication clearly shows the distinctiveness of the school as a Church School. School leaders have effectively communicated the school's Christian vision to the staff, who are fully supportive and feel confident in projecting this. Highly effective links between the parish and the school support the school well in promoting the shared vision. Pupils, parents, staff and management regularly share in worship. Pupils regard the church as a natural part of the school. Parents are invited to share in much of the decision making in the school and consequently feel valued as part of the school community. Effective systems are in place for the monitoring, evaluation and development of many areas of the school curriculum by staff and management.