

## National Society Statutory Inspection of Anglican Schools Report

### **Hatfield Travis Church of England Voluntary Aided Primary School**

Cuckoo Lane

Hatfield

Doncaster

DN7 6QE

#### **Diocese of Sheffield**

LA: Doncaster

Dates of inspection: 16<sup>th</sup> 17<sup>th</sup> January 2007

Date of last inspection: March 2001

School's Unique reference number: 106766

Name of Headteacher: Mrs. E Hallett

Inspector's name: Mrs S M West 341

### **School context**

The school is a modern building with a new nursery. It has ample accommodation and its own kitchens.. A community room is utilised well for meetings and courses for parents .Pupils come from a mixed socio economic scale on the outskirts of Doncaster. Almost all pupils are white European. Traveller children frequently attend. The school currently has three pupils for whom English is a second language. Attainment on entry is average. An average number of pupils have special educational needs.

### **The distinctiveness and effectiveness of Hatfield Travis as a Church of England school are outstanding**

Hatfield Travis Nursery and Infant school provides an outstanding Christian education for pupils. Very appropriate Christian attitudes and values are integrated extremely well into the life of the school.

### **Established strengths**

- The outstanding Christian leadership of the Headteacher.
- The very high commitment given by all teaching, clerical, support and domestic staff to promote a Christian ethos and to the social and moral development of pupils
- The excellent relationships between pupils and staff and with each other
- The strong commitment of the Chair of governors and governing Body in supporting the school to deliver Christian ethos across the life of the school.
- The excellent relationship with the local church and clergy.

### **Focus for development**

- To continue to develop ideas for quiet areas within class rooms.

**The way in which the school, through its distinctive character, meets the needs of learners is outstanding.**

Hatfield Travis is an outstanding school that continually, overtly celebrates its Christian identity. Parents say that pupils love coming to school because they feel safe, secure and know that they are valued as individuals. This is fostered by the excellent ethos and is evident in the outstanding relationships between staff and pupils. This is a school where everyone is encouraged to develop and reach potential. Teachers know the pupils well and are alert to their educational, physical and emotional needs. They endeavour to provide pupils with opportunities to grow emotionally and develop skills to cope with life. In circle time they are given the opportunity to examine their emotions and understand why they feel as they do. They are encouraged to have a positive self image and concentrate on what they are proud of and what they can achieve. Their achievements are celebrated. The Golden Rules consolidate Christian values of sharing and caring for one another and emphasise positive action. These rules are a constant reminder and are displayed in play areas as well as classrooms. The Christian ethos supports and develops pupils' social and moral awareness very well indeed; consequently pupils have a clear sense of right and wrong. Charitable events are selected carefully and encourage pupils to support those less fortunate than themselves. Teachers are very aware of the need to promote an understanding of a multi cultural society and use every opportunity to develop this aspect. Pupils are encouraged to greet each other in a variety of languages and attend a Spanish Club. They learn to appreciate that everyone is different and has their own unique qualities. The development of character and Christian values through art and music is a high priority and in particular pupils' art is given great value. They are encouraged to observe carefully, consequently their work is emotive. In displays, prints of bare trees portray the starkness of winter, drawings of owls indicated the soft fluffiness of young feathers or the cruelty of talons. Relationships across the school are excellent. Teachers, support staff, clerical and domestic staff all benefit from the strong example and very positive support and encouragement from the Headteacher. Consequently there is an air of mutual friendship and respect between adults which has a positive effect on the pupils. At lunchtime pupils are appreciative of the care and consideration afforded to them by the midday staff and are polite to them in return. In the playground pupils play well together, older pupils are aware of younger ones and siblings play happily with one another. Playtime buddies are conscious of their supportive role.

**The impact of collective worship on the school community is outstanding.**

Collective worship is extremely important to the school and is celebrated every day. Pupils are aware that this is a special time and behave accordingly. They have very positive attitudes to Worship. They enter quietly to appropriate music and take their places without fuss. They listen intently, ask sensible questions and give thoughtful answers. They willingly take part in any activities and individually are able to say spontaneous prayer if asked to do so. Collective worship is planned carefully and in detail. Consequently Christian concepts are consistent and built upon progressively. Visual impact is important and the use of visual aids is effectively planned. At the time of the inspection the worship theme was 'understanding the Lord's Prayer.' Emphasis centred on turning the negativity of our world into the positive ness of God's Kingdom. Both worship sessions seen were extremely effective. In particular a power-point presentation of distressed people of all ages and nationalities encouraged pupils to identify emotions of despair and sadness. They were then able to acknowledge God's love for everyone and know that He is caring for them. They are encouraged to reflect in silence with a background of quiet music and finish with prayer and song. In this way they derive spiritual growth and much affirmation from worship. Such was the care of teachers in this assembly, any pupil thought to be experiencing sadness was carefully placed near an adult so that support was readily available if needed. Prayers are said before lunch and often at the end of the day. The school visit the church for religious festivals and special occasions. Governors see this as an important

contribution and an opportunity to consolidate the school's Christian status. Parents are invited to join pupils for special services and many friends and relatives do so. Staff attend all sessions of collective worship and volunteer to conduct them themselves. Because of this worship is indeed a school family celebration. Staff also hold their own worship time. Prayers are led by the pastoral worker each morning before school. The incumbent holds a communion service for staff, in school, at the beginning of each term.

### **The effectiveness of the religious education is outstanding**

The school's mission statement states that the Christian message is at the heart of school life and this is indeed so. All teachers have a strong faith and this is a firm basis for their planning and teaching of the Christian message. Religious education is planned thoughtfully and carefully so that it will have relevance to the lives of these small pupils. Consequently their knowledge, understanding and attitudes are such that it is easy to forget they are so young. The school prides itself on its visual approach. Art, music and drama play important roles and looking, listening, doing and interpreting are key factors.

This was evident in all the lessons seen. Pupils visiting the Church to enact a baptism took this seriously. They listened carefully and made appropriate responses. They answered questions from the Vicar and curate sensibly and asked their own. They wondered why the sign of the cross was made over the water and why oil was used. In the follow up lesson, they remembered details well, the significance of the candle, the cross, the water over the baby and membership into the Church's family. The teacher's questioning encouraged them to think more deeply about these symbols. Religious Education is taught on a rolling programme. So effective was this last year that one small boy asked to be baptised and photographs of his service were shown to the pupils. This made it 'real' and emphasised that baptism is not just for babies! In two other parallel lessons pupils were identifying 'what stops people being friends?'. Initially this was the story of the Good Samaritan. It was then made more relevant to the pupils by using puppets – the big bad bunny in the lettuce and the big bad bear in the honey pot. Pupils listened entranced and there were audible gasps as the supposedly big bad ones emerged from their hiding places. As a result of expert and sensitive questions pupils were able to identify that fear made them think the worst and that they must judge for themselves rather than believe unfounded fears or judgements of others. Through incidental questioning it became evident that by the end of the key stage pupils have a sound knowledge of the life of Christ, specific bible stories and a clear understanding of the Christian message of love and forgiveness. Well presented displays showed that by following the theme of everyone is different, everyone is the same, pupils have been able to compare and contrast Chinese New Year, Hanukah and their own celebrations. Religious education is recognised to be of crucial importance and permeates across the curriculum so that through the way the story is told, the Christian message has a strong foundation.

### **The effectiveness of the leadership and management of the school as a church school is outstanding.**

Through its ethos and the development of attitudes, relationships, Collective Worship and religious education, the school is outstanding in its promotion of a Christian vision. Because of the splendid mosaic and hidden cross outside along with the tasteful displays of Christian symbols in the school entrance hall there is immediate impact as a Church school. Throughout the building there is written, visual or symbolic evidence of its Christian status and message. Well presented displays and high quality artefacts and equipment enhance the learning environment. Classical or other appropriate music provides a gentle background and the whole building exudes a feeling of happiness and well being. Parents who work voluntarily confirm that this is a happy place. This is in no small part because of the attitude and expertise of the head teacher whose sole concern is for the well being and personal development of not

only the pupils but all in her care. Teachers, support staff, lunchtime staff and voluntary helpers are all encouraged on the path to self development and are offered every opportunity to attend courses to further their knowledge and expertise, gain qualifications or make a career change. They appreciate this support and consequently have positive attitudes which contribute greatly to the ethos of the school. The Governors work in close partnership with the Headteacher and are proud of the school. They are well aware of the excellent professional attitudes of the Headteacher and staff in providing high quality religious education programme and continually assess progress and future action. There is a religious education subcommittee of the main curriculum committee which monitors provision for spiritual development. The vicar is an active member of the Governing Body and plays an important supportive role for the staff and pupils. The school has a very effective working relationship with the church and local community.

**The head teacher's enthusiastic and positive management style, her strong Christian values and her care and consideration of the staff are extremely effective. All staff feel valued and this unites them in putting their vision for the school into practice.**

SIAS report January 2007 Hatfield Travis Church of England Voluntary Aided Primary School Cuckoo Lane Hatfield Doncaster DN7 6QE