



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hucknall National Church of England (VA) Primary School

Montague Road
Hucknall
NG15 7DU.

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Southwell and Nottingham

Local authority: Nottinghamshire

Dates of inspection: 18 May 2016

Date of last inspection: 20 June 2011

School's unique reference number: 128075

Headteacher: Helen Bent

Inspector's name and number: Anne Lumb (333)

School context

This is a larger than average primary school where the majority of pupils are from a White British background. The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils known to be eligible for pupil premium is also below average. The school meets the government's current floor standards. The school has a long history and close links with the local parish in the town dating back to the 18th century. The current leadership team has been in place since the headteacher took up the post in January 2014.

The distinctiveness and effectiveness of Hucknall National CE (VA) Primary School as a Church of England school are good

- This is a school where Christian values are embedded within the life of the whole school community such that children and adults feel nurtured and cared for.
- Collective worship is central to the life of the school providing a Christian context in which to explore the school's values so that children can relate Christian teaching to their everyday lives.
- Religious education (RE) is well-managed, resourced and led, thus making a positive contribution to the Christian character of the school.
- The foundation governors and lay chaplain are committed to maintaining the Christian distinctiveness of the school through monitoring and evaluation ensuring that they are able to offer appropriate challenge to the senior leadership team.

Areas to improve

- Develop further opportunities for children to participate in collective worship so that they increasingly take responsibility for its planning, leadership and evaluation.
- Extend the use of different assessment strategies in RE to ensure that children's learning and progress are captured and recorded appropriately.
- Develop a Christian approach to the wider curriculum so that children have opportunities to reflect and question more often thus deepening their learning and developing their spirituality.

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

The life of the school community is based upon a set of Christian values which have a biblical foundation and are clearly articulated by all. These values are increasingly impacting upon both the academic achievement and spiritual wellbeing of the children. The needs of each child are assessed so that bespoke interventions can be provided to ensure that children's spiritual and emotional needs are met alongside their learning needs. Evidence that this approach to nurturing the whole child is impacting on achievement is beginning to be seen in Year 3 data which indicates that most children are on track to achieve good progress. Issues of attendance are dealt with sensitively thus reflecting the inclusive Christian character of the school. The spiritual, moral, social and cultural development of learners is encouraged through effective engagement with the Christian values of the school, for example in RE lessons where children are challenged to justify the fairness of implementing those values in different contexts. Relationships between children from different year groups are excellent with opportunities being provided for children from different year groups to eat together, the older children actively serving the younger children, and to work together on Enriched Real Life Learning projects. The children understand that they are unique individuals made in the image of God and that they are part of a caring Christian community. Children learn about the diversity of faiths and cultures in society through having visitors from different faiths in school. They celebrate that all are unique and individual and accept everyone as part of the school community. Children are encouraged to use the reflection areas available throughout the school. However, increasing opportunities for questioning and reflecting more deeply in lessons would contribute to a greater understanding of the benefits of using these areas.

The impact of collective worship on the school community is good

Collective worship is well planned, managed and led such that it contributes significantly to the life and spiritual well-being of the school community. Parents speak of the impact of collective worship at home when children remind each other to live out the Bible stories and values they have learned at school. Prayers are an integral aspect of the school day at lunchtime and at the end of the school day; 'it is a natural part of what we do as a school.' Children are also observed praying at the reflection area in reception and a Year 1 girl speaks of the importance of being able to pray at home as she does at school. School values are often explored within worship time since class books on each of the school values are permanently displayed in the hall and can be easily referred to. Adults also express appreciation of being able to develop their own spirituality as they come alongside the children, particularly in times of crisis such as bereavement. Collective worship regularly includes teaching about the person of Jesus Christ and children are aware of God as Father, Son and Holy Spirit with each person of the Trinity being explored at appropriate times of the year. Children enjoy participating in collective worship in school and in church through answering questions and learning action songs. Appropriate forms of Anglican liturgy are used and the major Christian festivals observed. There are currently limited opportunities for the children to be directly involved in planning, leading and evaluating collective worship.

The effectiveness of the religious education is good

RE is a core subject within the curriculum and as such it is well planned, managed and resourced. RE is taught as a discrete subject but care is taken to ensure that it complements the wider curriculum. It contributes significantly to the Christian values of the school and to the learners' spiritual, moral, social and cultural development through effective questioning and discussion of the learning taking place. Children achieve age related expectations in RE which are in line with achievement in English. Systems for using and recording different strategies for assessment are in an early stage of development. The RE co-ordinator regularly monitors teaching and learning which leads to professional dialogue with teaching staff resulting in improved recognition of progress in learning. Reports are provided for senior leadership and governors which indicate areas for development, such as ensuring progression in the use of religious language. Teaching is good and children are actively engaged in their learning. They are often given opportunities to express their views and opinions with Year 6 being expected to give well-argued reasons for their thinking. There is an appropriate balance between the teaching of Christianity and

other world faiths. Visits to places of worship and visitors in to school enrich the learning experience of the children. Foundation stage children learn about Muslim prayer mats and beliefs whilst Year 1 children use a church visit to understand why people go to church. The RE co-ordinator accesses appropriate training and support from the Diocese enabling her, for example, to begin the development of effective strategies for assessing RE.

The effectiveness of the leadership and management of the school as a church school is good

Leaders in the school articulate an explicit Christian vision, based on the life and teaching of Jesus, which impacts upon the distinctively Christian character of the school. They ensure that strategies to improve the achievement of children are developed within a context of nurturing the whole child, including their spiritual and emotional well-being. Foundation governors monitor and evaluate the impact of this vision through regular visits to school; discussing with the children questions about faith, their understanding of God and ways they live out the Christian values. They provide appropriate critical challenge to the leadership team to ensure that the Christian values of the school 'shape what we do rather than being a part of what we do.' A strategic approach to succession planning which recognises the value of each member of staff provides opportunities for professional development at all levels in the school community. Partnerships with the local church, the diocese and the wider community are strong. Parents are highly supportive of the school, welcoming opportunities to attend celebration worship time in school and services in church. They comment on the emphasis on Christian values which are lived out in school and on the ways in which their children are supported in their learning. The arrangements for RE and collective worship meet statutory requirements. All the development points from the previous inspection have been addressed. The senior leadership team and foundation governors have the potential to develop Hucknall National Primary into an outstanding church school.

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