



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hambleton Church of England Voluntary Controlled Primary School

Gateforth Lane
Hambleton
Selby
YO8 9HP

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: York

Local authority: North Yorkshire

Date of inspection: 27 November 2015

Date of last inspection: October 2010

School's unique reference number: 121566

Headteacher: David Barber

Inspector's name and number: Lizzie McWhirter 244

School context

This school serves the villages of Hambleton and Gateforth. Most of its 158 pupils are from a White British background and none speak English as an additional language. The proportion of pupils known to be eligible for pupil premium funding is well below average. The proportion of disabled pupils and those with special educational needs are below average. There are strong links with the parish church. The headteacher has been in post since September 2015.

The distinctiveness and effectiveness of Hambleton as a Church of England school are good

- The vision and dedication of all staff and governors ensures this school is a welcoming, inclusive and supportive Christian community which serves all children and their families.
- The worshipping life of this Christian community, where prayer and reflection is important, enriches the daily lives and spiritual journeys of everyone.
- The strong partnership with Zambia enhances pupils' understanding of the worldwide Christian faith.

Areas to improve

- Ensure the governing body regularly and robustly monitor religious education [RE] as a significant contributor to the school's Christian distinctiveness.
- Deepen pupils' understanding of key Christian concepts and beliefs, such as trinity and of the lives of the saints, such as Mary, to nurture their personal and spiritual growth.
- Extend the programme of visits and visitors to enrich pupils' spiritual, moral, social and cultural [SMSC] development

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

The Christian vision and values of this school are at the heart of all school policy and practice, underpinning all teaching and learning. The school's commitment to ensure all are welcomed and valued for who they are and what they each bring is an important part of its accepting Christian ethos. Relationships are good. This is because the behaviour management policy and the school's buddy system entirely reflect the school's positive Christian values. Consequently, pupils demonstrate love, kindness, courage and perseverance, and nurture the younger pupils. Attendance is good and any exclusions are supported through a framework of forgiveness within a restorative process. Good examples include anti bullying weeks held every year. All groups of children achieve well. The school attributes this to the inclusive Christian values which support pupils and their level of performance. Moreover, at the forefront of the curriculum at Hambleton is the commitment to develop the whole child. This includes the very strong musical and sporting experiences which are very much part of pupils' entitlement. The school also has a long established tradition for every pupil from Year 2 upwards to experience residential visits and all pupils access the Forest Schools programme. This enables pupils to enjoy the beauty of God's creation and reflect on Christian values which extend their learning. Such activities enrich pupils' SMSC development. RE makes a significant contribution to the school's Christian character. Pupils enjoy their RE in this school where RE is valued as a core subject alongside English and maths. Pupils enjoy asking important questions, linked to their responsibilities and Christian values. These incorporate, 'If God made us, who made God?' and 'How do Christians say thank you to God for the earth?' Big Books capture pupils' comments and reflections on such deep areas of enquiry. They say they enjoy learning about other faiths and different ways of praying. Older pupils particularly enjoyed a recent study of Islamic relief. Pupils can relate the Christian narrative well, especially the Christmas and Easter story. However, they are less secure in their knowledge of Ascension and Pentecost and have limited knowledge of the lives of the saints. This includes saints such as St Mary, after whom their parish church is named. Pupils' understanding of the worldwide Christian faith is very effectively deepened through the strong partnership the school has with Zambia. For example, the pupil council were involved in a road safety project, giving advice to friends in Zambia visiting them in England. Such engagement of the children's attitudes with this vibrant global link means children can learn from any context and any country in any part of the world. School self-evaluation accurately highlights enriching pupils' experiences of diverse communities of faith as an area for development.

The impact of collective worship on the school community is good

Collective worship, rooted in Christian values, Bible stories and prayer nurtures pupils' spiritual growth. In addition, the strong links between church and school are integral to the worshipping life of this school. Church services, such as Harvest are enjoyed and attended by parents, whether or not they belong to the local Christian community. Both the vicar and lay reader are welcome visitors to school and regularly lead worship. Pupils say their vicar helps them to 'learn about worshipping God'. This year, 'Experience Harvest' enabled everyone to think about Harvest in a new, creative way, with pupils exploring the harvest of flock, grain and ocean. Parents commented how some pupils were inspired to recreate some of the harvest activities and experiences at home. Pupils enjoy writing their own prayers, which are used in collective worship alongside the Lord's Prayer and the school creed. Pupils recognise that prayer helps them 'to reflect on everything that's happened in collective worship'. Each class has a worship wall and a reflection area which encourages pupils to ask big questions from an early age. Good examples include the youngest children asking, 'Why did Jesus choose Peter as his friend?' Their Big Book captures their knowledge about Jesus's disciples explored with their vicar. The sensory garden and reflection zone outdoor reflection areas all enable the children to ask thoughtful questions. The variety of lunchtime prayers prayed each day is also a hallmark at Hambleton. Pupils take ownership of worship through planning and leading class worship where there is a strong focus on Christian values. They can explain in their own words and link them to familiar

Bible stories. They also take leading roles in whole school worship and church services. Evaluation of worship is well established. As a result, children from Year 2 upwards regularly evaluate worship in pairs, which informs future planning. These include a focus on welcome, learning, reflecting and responding. Children are growing in their understanding of a Trinitarian God. For example, they say, 'God controls the world and makes it spin round. Jesus learned how to be a carpenter and helped everyone who was sick. He died and came back to life. The Holy Spirit is also known as the Holy Ghost'. The school has correctly identified that helping children understand the nature of God as Father, Son and Spirit is an area for development to enrich spiritual growth. Pupils have a good understanding of the worldwide Anglican communion. They speak with enthusiasm of when the Archbishop of York led a service at school, recalling 'he was very happy to be at our school in 2013'.

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

Hambleton Primary School's Christian foundation is effectively modelled by all its dedicated staff and governors. Everyone, including the new headteacher, as well as long serving members of staff, works hard. They ensure the school's Christian values and vision, with its focus on the whole child, are lived out. Consequently, the children and their families are well served and parents feel welcomed as partners in their children's education. It is very evident that parental engagement is strong. They highly praise this 'family community which is a focal point within the village'. Good examples of the links between school, church and community include Messy Church and an adult choir which meets at the school. Governors are committed to their work being underpinned by prayer and Christian values. This includes their focus on ensuring all groups of children achieve well. RE is well led, managed and resourced by an enthusiastic RE subject leader who also has the responsibility for co-ordinating worship. Consequently, RE and worship meet statutory requirements. However, governors acknowledge that supporting the RE subject leader through the regular and robust monitoring of RE is a priority for development. Governors promote the wellbeing of all pupils and staff, which they regard as very important. They prioritise the development of staff which addresses succession planning and provides support for leadership roles and responsibilities. The new headteacher positively encourages distributive leadership. Governors value diocesan training to develop their roles. Pupils too experience leadership through the Young Leaders scheme and through their enterprise in leading fundraising activities for good causes. Such activities are celebrated with parents during worship on Fridays. Parents speak highly of the staff, including non-teaching staff. They are particularly impressed with how everyone's names are known. Indeed, they testify to the friendships built up over the years, which is a hall mark of this rural community. At Hambleton, 'everybody will support you and help you along the way'.

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