

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Henshaw Church of England Primary School

Address	Bardon Mill, Hexham, Northumberland, NE47 7EP		
Date of inspection	22 October 2019	Status of school	VA primary West Tyne Church School Federation
Diocese	Newcastle	URN	122276

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Henshaw is a primary school with 63 pupils on roll. The majority of pupils are of White British heritage. The school. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school is part of the West Tyne Federation with a single governing body. The headteacher and assistant headteacher for the federation have been appointed since the previous inspection.

The school's Christian vision

'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7
Inspire, Support, Believe, Achieve

Key findings

- The school's Christian vision, rooted in biblical teaching and a deep knowledge of the school's context, is understood and lived out by the school community and so enables all to flourish. It is pivotal in the ongoing development of the federation's vision and governors' monitoring of the effectiveness of this.
- Recent necessary improvements to the curriculum, guided by the school's Christian vision, means that the school meets the needs of all pupils, including those who are most vulnerable. This is a hope-filled community, in which aspirations are realised.
- Relationships at every level are underpinned by the school's Christian vision. Reconciliation and forgiveness are lived out on a daily basis.
- Collective worship is inclusive and inspiring and ensures that pupils have a good understanding of Jesus and the Christian belief in the Trinity. There are exceptionally strong partnerships with the local church. Pupil leadership of worship is less well-developed.
- Religious Education (RE) teaching is consistently good and ensures that pupils have a good understanding of Christianity and other major world faiths. Effective practice is not shared beyond the federation.

Areas for development

- Develop the governors' Christian Distinctiveness Committee so that it continuously evaluates the effectiveness of the school as a Church school and works to develop good practice across the federation.
- Develop the ability of pupils to lead acts of collective worship in order to increase the variety of leaders of worship and their impact of the quality of worship.
- Establish global links in order to offer pupils opportunities to think in greater depth about life globally.
- Share effective practice in RE through both in school and inter-school working.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's vision is distinctively Christian and boldly proclaims that 'God doesn't want us to be shy with his gifts, but bold and loving and sensible.' This vision is the result of a considered process of discernment and is rooted both in St Paul's letter to Timothy and the context of the school community. It encapsulates the way in which the school is distinctly Christian but also open and inclusive of all. It is lived out in the manner in which all within the community feel empowered to both offer up their own gifts and to receive the gifts of others. This working out of the vision is evident in the way in which strategic decisions and policies express the vision. Staff, pupils, parents and other members of the community have ownership of this vision. Consequently, bold, loving and sensible decisions and actions are seen in abundance within the school's life and the well thought out and stimulating curriculum it offers. Governors have a close involvement with the life of the school and contribute to self-evaluation. They are keen to develop this further through the recent establishment of a Christian Distinctiveness Committee to work across the federation. Despite a period of turbulence, substantial and sustained improvements have been made since the last inspection. The school's vision has been central to this development. Similarly, it has informed the decisions made to enable the establishment of the current federation with another local school. As a result of putting the vision into practice, highly effective partnerships have been established with many different groups. These include parents, the village community, parish and wider cluster of churches and the diocese. As a result of the relationships developed, the school has established a strong position to inform its future development as Church school.

In line with the school's vision for all to use their gifts, leaders have taken bold curriculum and staffing decisions to align the curriculum to the vision. This enables all pupils to flourish. Recent curriculum developments have ensured a curriculum which is rich, broad and challenging. Leaders are not complacent and make improvements to subject teaching where these are needed. Teachers take good account of pupils' individual needs and so the curriculum is well-matched. Pupils enjoy their learning. Current pupils, including those who the school has identified as vulnerable, are making good progress in their learning. Effective links have been established between collective worship and the wider curriculum. Consequently, pupils are able to make links with the school's vision, associated values, worship, RE and the wider curriculum. There is a clear understanding of spiritual development with various opportunities for stillness and reflection throughout the school day. Similarly, opportunities for using both classroom and outdoor areas, enable meaningful times for reflection and prayer. Members of the school community value these because they are able to make personal and creative responses.

The emphasis that the school's vision places on using gifts wisely, means that pupils have a very good understanding of the way in which the Christian values resulting from the vision influence the way in which they behave. Character development has been a focus for the school. Work with outside partners has enabled the development of characteristics, such as endurance, that support learning and the ability to make wise choices. The school is involved in a variety of charitable works and pupils are supported to engage in social action projects arising from their concern for justice. Pupils, especially those in Years 5 and 6, often advocate for change and have initiated projects in order to achieve this. This includes working with the local foodbank and social action within the village. Pupils are proud of the communities in which they live and respond through service. The school has not established mutually beneficial global partnership links in order to further widen pupils' horizons.

The realisation of the school's vision is evident in the way dignity and respect is apparent in all aspects of school life. Bullying is exceptionally rare and pupils are confident that it would be dealt with firmly. As a result of a comprehensive knowledge of pupils' needs and the adoption of appropriate strategies and individual support, behaviour is of a high standard. Forgiveness and reconciliation are pivotal to supporting strong relationships in school. Pupils apply this understanding to their own circumstances and, as a result, are able to disagree well and are respectful of others' points of view. The school enables pupils to develop healthy and respectful relationships. The school supports families well and attendance levels improve as a result of focussed individual support. The support offered for good mental health for all is effective.

Worship is invitational, includes all and reflects the school's Christian vision. Pupils and adults willingly offer up their talents during worship and respond to opportunities for stillness, prayer and reflection. A progressive and developmental use is made of biblical material. Worship is meticulously planned using biblical texts and resources that build sequentially year on year during pupils' time in school. As a result, pupils have a well-developed understanding of the importance of Jesus for Christians and the Christian belief in the Trinity. Pupils have a

thorough understanding of Anglican practice as a result of the extremely effective and close working with the parish church. The innovative 'God's Tent' and well-established 'Open the Book' initiatives, have had a significant impact on pupils' engagement with worship. They are highly valued by all of the school community. Pupils are aware of the importance of the Eucharist in Christian worship. Pupils have some opportunities to be involved in the planning, monitoring and evaluation of worship. However, this is not yet sufficiently consistent. Leaders, including governors, are involved in the evaluation of worship. This ensures it is of a high standard and a strong expression of the school's vision. The quality and breadth of worship improves as a result of the evaluation process.

The RE curriculum is well-planned with high levels of staff collaboration. As a result, pupils develop age-appropriate skills of enquiry, critical analysis and interpretation. Pupils are able to work creatively using a variety of approaches. This enables all pupils, including those with individual needs, to discuss and debate big questions. RE is given a high profile within the school. The RE leader has developed an effective assessment system. Precisely targeted training ensures that staff are effective in leading high-quality pupil learning and in assessing the RE curriculum. The subject leader is skilled in supporting staff development in the craft of teaching RE. As RE lead across the federation, she has established systems for sharing good practice not only within the school, but jointly in the federation. As a result, improvements to teaching and learning are further embedded and sustained. Good practice in RE is not shared more widely beyond the federation. Pupils' knowledge and understanding of religions other than Christianity is impressive.



The effectiveness of RE is Good

As a direct result of teaching that is at least consistently good, pupils achieve well and their progress in RE is good. Pupils who the school identifies as most vulnerable and those with SEND make good progress in RE. Effective systems for monitoring the quality of teaching and learning and pupil progress in RE are used consistently across the school.

Headteacher	Sarah Hutchinson
Inspector's name and number	David Tait 887