



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Chapel Haddlesey Church of England Voluntary Controlled Primary School

Chapel Haddlesey

Selby

YO8 8QF

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: York**

Local authority: North Riding of Yorkshire

Date of inspection: 11 March 2016

Date of last inspection: April 2011

School's unique reference number: 107985

Headteacher: Suzanne MacDonald

Inspector's name and number: Paul Bramley 326

#### School context

Chapel Haddlesey Primary School is a small primary school of 50 pupils. It serves the local village with a limited number of children attending from the surrounding area. The school is situated in a very pleasant position. The pupils are mainly of White British origin. The proportion known to qualify for pupil premium is average. The proportion of disabled pupils and those with special educational needs is above average. The present headteacher has only been in post since September 2015.

#### The distinctiveness and effectiveness of Chapel Haddlesey as a Church of England school are good

- The leadership and vision of the headteacher and governors has brought about significant progress, including academic achievement.
- Relationships throughout the school, based on explicit Christian values, impact positively on the approach to all aspects of school life.
- Excellent links with the church enable staff, parents and carers to view the church and school as one family.
- Collective worship, focussed on Christian teaching, provides a range of creative experiences that allow children to learn about and reflect on the Christian faith.

#### Areas to improve

- Articulate the school's distinctive Christian vision to the wider community to make the links between church and school more explicit.
- Provide increased experiences within the curriculum for children to explore Christian values to extend their spiritual development. This raises awareness of the importance of Christian values underpinning the school curriculum and their application for life.

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

Christian values are at the very centre of the school's work and have underpinned the significant improvements in achievement and attainment seen in recent times. An ethos of aspiration and seeking continuous improvement is evident in policies, planning and in practice. Children understand the effect of these values on their learning, and speak of the importance of togetherness, trust and support. Their moral and social development is therefore good. Children enjoy their time at school and love to learn which results in good attendance. They speak with great passion about the care and attention they receive at school and how they feel so comfortable and cared for in this setting. Parents praise the leadership, offering support and compliments at every opportunity. They speak of the welcoming ethos and Christian values that permeate all that the school has done in recent times. They state the difference that the Christian character of the school makes to their children, ensuring that each is cared for, nurtured and celebrated as a child of God. They are extremely confident to approach the school with any problems or concerns. The links with the church are extremely strong with the present incumbent playing a prominent role in the life of the school. Within the curriculum, religious education (RE) is given a high priority, supporting pupils' spiritual, moral, social and cultural (SMSC) development. Topics on other faiths and visits to settings such as the interfaith centre provide a good insight into a range of cultures different from their own. Living in a virtual mono-cultural community, parents, staff and governors welcome the increasing global awareness that gives children a greater knowledge of the wider world community. The school recognises that identifying opportunities for children to explore Christian values in the wider curriculum is an area for development. This ensures explicit links are made between RE and the collective worship themes.

### **The impact of collective worship on the school community is good**

Collective worship is engaging and creative and celebrated by all connected to the school. The headteacher stresses its central place in the life of the community, and of how it offers a time for prayer and reflection for all concerned. Staff and children alike speak of their enjoyment as they participate in this activity. Children are involved with preparation and delivery through the worship group, giving a sense of ownership and pride to the process. They contribute with great enthusiasm and speak of past and future plans and their involvement with excitement. Planning is thorough and based on the church calendar, with Anglican tradition evident in the use of the cross, candle and order of service. Children are developing an understanding of God as Father, Son and Holy Spirit through class discussion and worship. The school has its own song and prayer which children relate with pride, stressing the importance of working together and of counting blessings. The impact of worship is evident in the very positive effect it has on the behaviour of children who listen and respond with great enthusiasm and thoughtfulness. Parents speak of the impact that collective worship has at home and how children often relate activity and discussion points from the day's worship at school. Each class has its own reflective area with a cross and artefacts allowing time for personal prayer and reflection. The school is well supported by the local vicar. Weekly visits to school have resulted in an excellent relationship being established between church and the school. Children talk with great knowledge of visits to the local church for festivals such as Easter and Harvest, and of the rector's visits and Biblical stories. Many can relate stories such as Noah's Ark and discuss and reflect on challenging Christian values such as forgiveness in the story of Joseph and his brothers when older children debate 'should one always forgive?' Monitoring and evaluation by foundation governors and the headteacher is good. Governors clearly define their role as one of ensuring that the Christian values are at the forefront of all activity.

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

The school is very well led and managed by the headteacher and governors. Trust is a value of paramount importance to the school. As a result, there is a great sense of team and commitment, along with a striving for improvement. The leadership's vision provides children with a place of learning that is rooted in distinctly Christian values. Children take great pride in their school and all take responsibility for a role at various times of the day, for anything from worship to hoovering. Accurate self-evaluation and an explicit Christian vision impact very positively on pupils in terms of their learning and wellbeing. Good progress has been made in terms of improved academic achievement and attainment at the school. All governors monitor the unique nature of the school well, and see their role as one of holding the school to account. They confidently and constructively comment on aspects of Christian distinctiveness, such as collective worship and RE which meet statutory requirements. They are very aware of the impact that the school's Christian distinctiveness has on learners and the community as a whole. The governors are regular visitors to the school, reporting back on their visits at every full governing body meeting and to the headteacher. All development points from the previous inspection have been addressed in full. The leadership of RE and collective worship are good with staff constantly seeking ways of improving children's engagement in exciting topics. Governors are aware of the changing educational landscape and ensure that the school is well placed to address such demands, including succession planning. Through collaborative work, Chapel Haddlesey enjoys good links with local schools that provide mutually beneficial partnerships. Provision for SMSC development is good, and the school ensures that children develop as confident and caring learners through activity such as charity events. Relationships with parents, carers and the local community are very good with numerous activities taking place resulting in positive relationships being established between school, home and the church. However, the school recognises the importance of promoting its distinctive Christian vision to the wider community to greater effect, for example, through the school website. The school benefits from a good relationship with the Diocese that includes professional development training and support.

SIAMS report March 2016 Chapel Haddlesey CE VC Primary, Chapel Haddlesey, Selby, YO8 8QF