

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hovingham Church of England Voluntary Controlled Primary School

Main Street, Hovingham, York, YO62 4LF

Current SIAMS inspection grade	Outstanding
Diocese	York
Previous SIAMS inspection grade	Good
Local authority	North Yorkshire
Name of federation	Hovingham and St Hilda's Ampleforth Church of England (Voluntary Controlled) Primary Schools Federation.
Date of inspection	9 March 2017
Date of last inspection	9 May 2012
Type of school and unique reference number	Voluntary Controlled I21500
Headteacher	James Pynn
Inspector's name and number	Jane Kent 873

School context

Hovingham voluntary controlled primary school is a very small school with 34 pupils on roll. It was federated with St Hilda's voluntary controlled primary school, Ampleforth, in April 2015 formalising a long standing close collaboration. The pupils are all of White British heritage. 2 children are eligible for pupil premium; all pupils speak English as their first language. The percentage of SEND pupils is well below national average. Attendance is above national average and there have been no exclusions in recent years. The headteacher joined the school in September 2015 prior to the last Ofsted inspection in November 2015.

The distinctiveness and effectiveness of Hovingham Church of England Voluntary Controlled Primary School as a Church of England school are outstanding

- There is clear demonstration of the school's values in all areas of school life and especially in relationships and attitudes.
- The school's distinctive Christian character and its core values are placed at the heart of its collective and united drive for rapid improvement, and, as a result, children make good progress and achieve well.
- Value and care are given to the viewpoints and needs of all members of the school and local community. Diversity and difference are met with friendship and respect.
- The challenges and limitations of a small school are embraced positively. The physical and emotional learning environments are highly effective and unequivocal in their demonstration and promotion the school's distinctive Christian character.

Areas to improve

- Establish opportunities for pupils to more formally engage with and contribute to the leadership, planning and evaluation of collective worship.
- Ensure all self-evaluation documentation summarises the impact of on going development and improvement.

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

Pupils, parents, staff and governors all agree that the school has a special family ethos. All its members strive tirelessly to uphold the Christian values of the school and have a deep understanding of how those values shape and inform the pupils' personal, moral and emotional development. There are mutually respectful feelings of care and respect between the village and school communities. Parents say their opinions and attitudes to faith of any religion or of no faith are equally valued. They fully embrace the Christian character of the school without feeling 'pressurised' to think or behave in a certain way. The weekly newsletter exemplifies this. Parents say the 'Prayer Corner' in the weekly newsletter demonstrates the school's Christian character whilst sensitively encouraging each family to think about the difficulties others might be facing in whatever way they choose.

Pupils' learning is carefully considered on an individual basis whatever the child's needs, gifts and talents. Thorough monitoring of progress through detailed records, and including the collection of evidence of learning, allows timely changes to be made to learning programmes. As a result pupils make good progress and achieve at least in line with national expectations. All adults live out the school's core values of friendship, perseverance, respect and responsibility consistently. Pupils, staff and volunteers attribute the effective impact of the core values in part to the small size of the school. Older pupils are given a range of responsibilities including caring for younger pupils. They look after them when travelling to the partner school of the federation, sit in family groups during lunch and bring and sit with them during collective worship. When describing forgiveness a child said that they can't be cross with each other for long because they know each other so well. Other pupils recognise the wider benefits saying, for example, 'because you can easily find out what you have in common you can make friends really fast. Then you know how to help each other.' A genuine sense of trust and love is demonstrated across the school. Any incidents of poor behaviour, upset or hurt are considered as accidental or unintentional. Pupils recognise that they can upset each other but have a mature confidence in knowing how to manage difficult situations. They are quick to forgive. The pupils express the school's values as helping them to 'find the right way to go in life'.

The school's values are consistently supported through planning, supporting excellent moral reflection and emotional attitudes and behaviours. A broad and rich curriculum delivered in creative ways engages and enthuses the pupils. Consequently, they love coming to school and attendance is higher than in most schools. There are no exclusions and behaviour is exceptionally good. A trip to a multi-cultural city context when exploring Islam included a visit to a mosque, a supermarket, a local grocery store and a local dress shop selling clothes for special occasions. As a result, the pupils were able to articulate both an understanding of and respect for the cultural, religious and diverse characteristics of the community. Although religious education (RE) plays a significant role in the personal, social, moral and cultural development of the pupils it is yet to have an equal impact on standard of work specific to it. Teachers use opportunities for RE to enhance other curriculum areas and provide authentic purpose to them. For example, through a mathematical exploration of the small play area available to them, at the same time as thinking carefully about personal and group needs for play, the pupils decided they were grateful for the space they had rather than frustrated by its limitations. The school's physical environment is given great care and attention and used exceptionally well to promote, support and value pupils' learning whether academic, emotional or personal. Displays such as The Tree of Kindness, Star of the Week, Our School Values and Blow My Socks Off promote and support the Christian values and character of the school. The classrooms and public spaces are carefully organised, vibrant spaces that demonstrate high expectations and encourage a sense of joy and possibility in learning.

The impact of collective worship on the school community is good

Governors and parents describe the school as having a 'strong sense of peace'. They say this is due to the consistent attention given to the promotion of the school's values and the opportunity for pupils to reflect on those values during collective worship. The pupils recognise that the things they learn about in collective worship are applicable to their daily lives. They are encouraged to think deeply about moral and ethical issues. Bible stories retold in a modern style help pupils to understand messages within them. Biblical text is used to reinforce the school's values such as giving scripture references displayed on the playground door. Pupils understand how the teachings of Jesus relate to themes such as justice, trust and forgiveness.

Collective worship uses a range of resources and activities effectively. Different people from the school and local community contribute to leading collective worship and older pupils actively contribute through prayers, drama and choosing songs and music. A variety of spaces and settings are used. Pupils and adults alike consider the church a special place for worship whilst in school care is taken to ensure the limited space available creates a feeling of specialness. Other environments are also used to create a sense of awe and spirituality. For example when holding collective worship by candlelight in the school undercroft the pupils felt at ease and expressed a sense of calm and peace.

Pupils' prayers are used as part of collective worship as well as in support of class prayer times. They write prayers

both spontaneously and for a given purpose. Pupils recognise the place of prayer as a means of joining together within the routines of the school day, of being thankful and asking for help. A child demonstrated this as she explained how she could ask for help with a difficult maths problem and then 'when things go your way and you work your way through it you say thank to God for showing you the right way.' Another child described her feelings saying 'its really nice to know that there's something out there which is much bigger than you and is keeping you safe'

Collective worship has a well-established structure including the lighting of a candle and a simple Anglican liturgy used to open and close. An ecumenical worship group, including the vicar, is responsible for planning worship. Half termly review and termly reporting to governors is used to reshape planned themes ensuring the needs of pupils, core values of the school and Anglican festivals and traditions are included. However, an understanding of the importance and place of worship to God for Christians is less well developed. Only occasionally is The Trinity explicitly described, explained or represented. The group has been brave and forward thinking in its approach to collective worship. It works effectively with school staff. Although a wide range of people contribute to collective worship, pupils should now be given more formal opportunities to lead worship or engage with its overall planning and evaluation.

Collective worship both enhances and supports teaching across different curriculum areas. For example, a two week Fairtrade theme in for collective worship has helped children think about the choices people can make to support people across local and international communities. Parents said their children have encouraged a change in family shopping habits including buying British and looking for the Fairtrade mark.

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

All leaders are equally committed to explicitly promoting the distinctive Christian character and values of the school. Included is the high regard given to the diversity of this small community. The leadership of the headteacher demonstrates a careful balance of approaches respectful of the different viewpoints of the pupils and their families. He is recognised as being an exemplary role model of Christian values who has had a significant impact in sustaining and growing mutual feelings of value and respect between the school and village community.

Extensive commitment and careful consideration has been given in formalising a long standing collaboration with St Hilda's primary school to create the federation. As a result, governors have secured effective sharing of leadership, practice and resources across the two schools. They have an appetite for constant improvement and have responded positively and with energy to the last Ofsted inspection. Improvements have been both significant and rapid whilst remaining within the Christian character of the school. The improvements were recognised in the last Ofsted monitoring visit. Governors involve themselves in the daily life of the school contributing effectively to leadership of collective worship and appropriately engaging with learning when requested.

Leaders of subject areas, key stages and responsibilities consider the Christian values of the school as a main influence on their strategic decisions and development planning. The provision, monitoring and assessment for pupils with special educational needs and/or disabilities are meticulous. As a result, there is constant evaluation and reshaping of the programmes provided. Ensuring individual needs are met and enabling all pupils to flourish is given high priority and has resulted in resources being carefully allocated, for example, in one to one virtual teaching through Third Space Learning. Leaders and governors hold each other to account and are robustly courageous in providing and challenging information. However, the school does not as yet set milestones and checkpoints for pupil achievement during the year. This makes it difficult for leaders to measure, evaluate and succinctly summarise on going impact of the school's distinctive effectiveness.

The school has strong partnerships with the local churches, the diocese and local authority. The incumbent is deeply involved with the school and contributes effectively to collective worship and RE. Both meet statutory requirements and the leadership of collective worship is outstanding. The local authority and diocese provide careful advice and guidance, which the school welcomes and acts on swiftly. RE teaching uses the Agreed Syllabus and is enhanced by diocesan and national materials, resources and ideas to good effect. School leaders have helped established local networks with other schools across the local area. This has ensured robust monitoring and moderation of learning. As a result teaching has rapidly improved and pupils continue to do well.

All development areas of the last SIAS report have been met.

SIAMS report March 2017 Hovingham Church of England Voluntary Controlled primary school, Hovingham YO62 4LF