



National Society Statutory Inspection of Anglican and Methodist Schools Report

Huby Church of England Voluntary Controlled Primary School

Tollerton Road
Huby
York
YO61 1HX

Diocese: York

Local authority: North Yorkshire

Dates of inspection: 30 April 2015

Date of last inspection: July 2010

School's unique reference number: 121501

Headteacher: K Booth

Inspector's name and number: C A Roberts 469

School context

Huby Primary is a smaller than average-sized school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for pupil premium is well below average. Likewise the number of pupils supported through school action, school action plus or with a statement of special educational need is below the national figure. Since the last inspection a new headteacher has been appointed (November 2011) and there have been numerous staffing changes. The nearest parish church is in Sutton on the Forest.

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

- Christian values are deeply embedded in the character of the school and lived out on a daily basis, resulting in exemplary behaviour and relationships.
- The inspirational headteacher, supported by very dedicated governors and staff, has a clear vision and commitment to ensuring the distinctive nature of the school continues to grow and develop.
- Academic achievement is improving as a result of well targeted action plans based on a clear Christian vision.
- Worship is central to school life and effectively supports pupil's spiritual, moral, social and cultural development.

Areas to improve

- Develop prayer to ensure it meets the needs of the school community and strengthens the impact of worship.
- Ensure all leaders of worship follow school themes so that pupils' understanding and recall of Biblical accounts is strengthened in a cohesive manner.
- Develop reflection areas in classrooms to ensure all year groups find them stimulating, relevant and engaging.

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

The school's core Christian values based on love, respect, honesty and kindness are clearly modelled by staff and promoted within the physical environment. The Christian vision and values such as compassion and forgiveness are firmly rooted in key policy documents, which are lived out on a daily basis. Children recognise that these values form the backbone of their life in school and relate some of these to Biblical accounts. They talk of everyone 'being kind' and 'showing love, by spreading it around'. Children thoroughly enjoy their time in school and are eager to learn. As a result, attendance is excellent. Christian values and the Christian character of the school are having a good impact on the achievement of pupils. Leaders have taken effective steps to secure improvements in teaching and learning over the last eighteen months, based on a clear Christian vision. As a consequence, there has been a marked improvement in attainment and progress. Personal development of children in terms of their relationships and behaviour is exemplary. Children support one another, not only in the playground as 'buddies', but also in class when they see a child struggling academically. Opportunities for spiritual, moral, social and cultural (SMSC) development are outstanding. For example, children take part in fundraising for Easingwold food bank, lead services at church and perform for residents of Cheshire Homes, to name but three opportunities. They learn about Christian values of service to the community, hope and compassion through such activities. Leaders, staff and parents have a very good understanding of spirituality and opportunities are promoted in the new curriculum. Reflection areas in all classrooms and in the school hall encourage children to spend time thinking about a key value or theme. This further supports their spiritual development. Leaders are keen to develop these to ensure all year groups engage with and benefit from them. Religious education (RE) makes a good contribution to the Christian character of the school, particularly learning about and from Christianity. Children have some understanding of Christianity as a world faith, particularly through support for a school in Sri Lanka as well as work in RE. Visitors to school from the Muslim faith and a visit to a local mosque enhance learning about other faiths and respecting diversity.

The impact of collective worship on the school community is good

Daily worship is a special time of day for children and adults alike at Huby Primary. Themes which are well-developed and based on explicit Christian values, challenge everyone to reflect on their thoughts and actions. Good links with the PSHCE curriculum, ensure that these themes are regularly revisited. Consequently the school community are engaged and enjoy worship. Children talk about the way worship 'influences how they behave' and 'makes me want to behave kindly and with respect'. A range of leaders including local Anglican and Methodist clergy and the Open the Book team ensure there is variety and interest. However, not all leaders follow school themes limiting the impact, particularly of some children's understanding of Bible accounts. Themes are linked to Biblical accounts and Christian festivals which supports understanding of Anglican traditions and symbols. Some children have a very good understanding of the person of Jesus Christ and The Trinity. They state 'Jesus is God in human form' and 'the Holy Spirit helps us to be kind'. Children have good knowledge and understanding of the Christian festivals of Christmas and Easter. However, they are less clear about Pentecost. Opportunities for silence and reflection within worship time are good. Children state that 'Silence gives you time to talk to God' and 'It helps you be a better friend when you think'. Children have opportunities to pray and often write their own prayers. They understand why prayer is important to believers in developing a relationship with God and 'helping people to apologise or say thank you'. Leaders have rightly identified prayer as an area for development in order to ensure worship continues to engage and uplift everyone. Plans are underway to appoint a part time youth worker to work with children to develop prayer across school. An outstanding aspect of worship is the way children plan and lead on a regular basis. They thoroughly enjoy this and it enhances their worship experience. Regular observations by governors, pupil voice activities and parental questionnaires ensure that

worship continues to develop and improve. The focus for development from the last inspection, to develop reflection journals for worship, has been fully addressed.

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

All staff, leaders and governors promote a clear Christian vision for the school which is firmly rooted in explicit Christian values. This has a powerful impact on all areas of school life. It motivates everyone to ensure that standards of achievement improve, so that all learners achieve their best personally and academically. Everyone, guided by the inspirational leadership of the headteacher and governing body, work extremely hard and show real dedication and commitment to improving outcomes for learners. Governors have a clear understanding of school performance and understand how the Christian character of the school impacts on both personal and academic achievement. They state 'Every child is created by God and therefore we nurture them as individuals'. Staff also cite 'the holistic approach' to achievement as being core to the school. Monitoring and evaluation undertaken by governors with the excellent direction of the headteacher is an outstanding aspect of leadership. Core questions from the inspection framework are discussed regularly at meetings. Governors undertake observations of worship and learning walks as well as seeking the views of parents and children through questionnaires. This ensures continual improvement. Action plans for church school distinctiveness are detailed and clear, although some strategies have not yet had time to fully impact on the school as a distinctive church school. For example, the very innovative development of a group of children and adults called The Church Working Party, who will take a full part in monitoring and evaluating worship. Leaders have a real strength for nurturing new staff and provide a good programme of professional development for all staff. Collaboration between local schools, promoted by the headteacher, enhances and develops further opportunities for staff. The leadership of RE has been well supported with good professional development and resources. Leaders are now looking at ways to support future leadership of church schools. Partnership with local churches is a strength, particularly with the local Methodist church in the village. Despite the parish church being quite a distance away, the Parochial Church Council fund visits to church for festival times by coach several times a year. Both the Anglican vicar and the Methodist Minister are regular visitors to school for worship. The school has good relationships with the local diocese and is well supported by diocesan advisers. Links with charitable organisations such as Christian Aid and Children in Need develop children's understanding of global communities and Christian values in action. Parents are very pleased with the school and state 'Children really pick up the values' and 'Children have great respect for beliefs and opinions'. They are very impressed with the leadership of the school and feel they are 'listened to' and that everyone is 'very approachable'. Governors ensure that RE and worship fulfil statutory requirements. Overall the leadership and governance of the school is highly effective at ensuring the school is a distinctive and inclusive church school. It is not yet outstanding as some strategies for development have not had sufficient time to become fully embedded.

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