



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



 The **Methodist Church**

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

### **Henshaw Church of England Voluntary Aided Primary**

**Bardon Mill**

**Hexham**

**Northumberland NE47 7EP**

**Previous SIAMS Grade Good**

**Diocese: Newcastle**

Local authority: Northumberland

Dates of inspection: 8th & 9th December 2014

Date of last inspection: 16<sup>th</sup> March 2009

School's unique reference number: 122276

Headteacher: Judith Reay

Inspector's name and number: Carole Snelling NS 519

### **School context**

Henshaw Primary is a smaller than average school; it is in a hard federation with three other Church schools under the leadership of an executive headteacher. The school serves a rural community. Almost all pupils are of white British heritage. Henshaw Primary is also part of the wider West Tyne collaboration of Church Schools. The proportion of pupils eligible for pupil premium funding is well below the average as is the percentage known to be eligible for free school meals.

### **The distinctiveness and effectiveness of Henshaw Primary as a Church of England school are good.**

- The drive and enthusiasm of the headteacher and her team underpinned by implicit Christian values is creating a community which is caring, forgiving and nurturing.
- The vision and commitment of governors is supporting the federation of Church schools as it grows and moves forward in its pursuit of excellence, encouraging each child to be the best they can be.
- Membership of a hard federation of local Church schools is positively impacting on pupils' social development, achievement and learning experiences at Henshaw.
- The outstanding worship and the impact of religious education (RE) in the school and its communities is making a positive contribution to pupils' social, moral, cultural and spiritual development.

### **Areas to improve**

- Embed and make explicit the implicit Christian values of love, forgiveness and stewardship in order that they can be articulated by everyone in the school community.

- Source training for the RE coordinator to further strengthen assessment for and of learning in RE to ensure that all pupils know their next steps for learning and progress.
- By brokering training opportunities assist the federation governing body in supporting the school in evaluating its distinctively Christian ethos and its effectiveness as a Church school.

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

Henshaw is fully inclusive with an implicit Christian ethos and values. Relationships between all members of the school and wider community are excellent and this allows children to flourish. Families see the school as somewhere that they will be listened to and welcomed. The gospel teaching of love for your neighbour is lived out here; as a result behaviour is excellent and the generous use of praise and rewards encourages children's confidence and self-belief. Pupils are encouraged to be the best they can be and they feel secure in the knowledge that adults care for them both academically and emotionally. The resulting pupil outcomes show that expected progress is at least good and sometimes outstanding. Children with special learning needs are fully integrated into school and considerable care and love is shown to them by their peers. Children work together across the federation; there are shared teachers and timetables for Religious Education and other subjects. This arrangement allows for consistency of curriculum content, opportunities for progression, building friendships and preparation for transition to the next stage of education. An active school council contribute to planning, decide which charities to support and ensure that the school recycles waste. Although children live out love of neighbour and good stewardship, they do not yet have the vocabulary to explicitly articulate these Christian values. Pupils from the collaboration of West Tyne Church schools meet together to celebrate major Christian festivals; this affords an opportunity to experience Christianity as a lived - out faith in the local parishes. RE and worship make a clear contribution to the distinctive ethos of the school and themes and topics are sometimes reflected in other curriculum areas. Henshaw is in a rural area with little access to diverse neighbourhoods. Children learn about religious and cultural diversity through RE and a whole-school biennial residential visit to London. The school environment and display supports learning and celebrates and values children's work. Themes displayed from worship and RE which reflect the Anglican year give opportunities for spiritual development and reflection.

**The impact of collective worship on the school community is outstanding.**

Worship is central to the life of the school, is inspirational and inclusive and as a result has a very good impact on the children's spiritual development. It has a strong Christian focus and major Christian seasons and festivals are celebrated alongside overarching themes of 'Fruit of the Spirit'. Worship also respects traditions of other faiths such as Hanukkah, The Anglican year, Biblical stories behind festivals, teaching about the Trinity and Christianity as a world faith have been explored and understood. Sukkoth and Diwali, thus contributing to multi faith awareness. Worship is attended by the whole school; it is led by pupils, clergy, staff and visitors and promotes opportunities for exploring Christian love and spiritual reflection. An invitation to pray is integral to worship and extemporary prayer by pupils is usual. They know the Lord's prayer and have written a school prayer. A quiet reflection area allows children to write prayers for inclusion in worship. Children enjoy worship, sing enthusiastically, listen carefully, ask questions and are confident in sharing their reflections. They put into action what they hear and reflect upon in worship. This impacts on their care for others, the environment and wider communities. 'Open worship' with families celebrating pupil achievements and major Christian festivals are particularly valued, as they bring families into church settings who might not otherwise attend. The support in planning and evaluation of worship by a member of the local clergy is greatly valued. Evaluation of worship is very detailed including observations and recommendations made by pupils; they select the style of delivery, choose resources and hymns and regularly take the lead. The school's claim that worship teaches, questions, inspires, affirms and provides opportunities for SMCS development is tangible. The school is compliant

in holding a daily act of collective worship.

**The effectiveness of the religious education is good.**

RE is delivered by the coordinator who has excellent subject knowledge; she is responsible for teaching across all four schools, giving continuity of curriculum and opportunities for progression. The Diocesan RE syllabus is followed studying Christianity, local topics and world religions. RE reflects the Anglican church year. Pupils are knowledgeable about church seasons, symbols and Bible stories. They have a good subject- specific vocabulary and know that Jesus is the Son of God and the many names given to Him. Themes from worship are often followed up in RE contributing to the development of SMCS and for questioning and reflection. Learning about and from world faiths, Judaism, Islam and Hinduism play an important part in the development of social cohesion. Assessment is teacher led, work is marked with positive comments and moderation of levels takes place with a colleague from the collaboration of West Tyne schools. The planning and recording of levels attained is meticulously however pupils would benefit from knowing their next steps for learning and from engaging in learner dialogue; this would help them to progress. Teaching is good; with a variety of learning activities allows pupils to engage with the topic and as a consequence to make progress. Attainment is good and is in line with outcomes in literacy. Differentiation of work is by input, task and outcome. An increase in pace and use of extension work would ensure that all pupils are suitably challenged. Children with special needs are very well supported in their learning by teaching assistants. Shared federation days such as one on 'Pilgrimage' allows for children to explore a theme in depth, to visit local churches and to engage with communities Relationships in lessons are excellent; all are nurtured and valued. RE is given a high profile at Henshaw and it impacts on the daily life of the school by reinforcing the school values of care, forgiveness and friendship.

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

The recently formed federation governing body is committed to sustaining the viability of local Church schools. They have a shared sense of excitement about what can be achieved by strengthening Church schools, through Christian love of each other, the area and the environment. The head teacher, her team and governors are working hard to ensure that Christian values and vision are the heart of what the school does. There are high aspirations for all at Henshaw and across the federation. Although implicit in all that is taught, in the care afforded to pupils and their families, the schools stated values of care, friendship, remorse and forgiveness are not yet fully articulated. There is a need to use Christian language more explicitly; however there is a clear sense of care for each other shining through in all relationships. The executive head teacher has a non- teaching role allowing her to effectively ensure the quality of teaching and learning across the federation. The school's self- evaluation of itself as a Church school is accurate and the improvement plan clearly states areas for development. Federation working allows for the best use of staff talents, curriculum development, sharing of good practice and succession planning. RE and worship are fully integrated into the life of the school and contribute much to pupils social, moral, cultural and spiritual development. Excellent links have been formed with local parishes. During the interregnum the vicar from a neighbouring parish played an integral part in supporting, planning and evaluating the work in RE and worship. The new incumbent is excited by the prospect of working with Henshaw pupils and their families. The federation's mission statement "Alone we can do so little together we can do so much" is becoming a reality for the pupils at Henshaw. Arrangements for RE and collective worship meet statutory requirements.

