

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harewood Church of England Primary School

Address	Harrogate Road, Harewood, Leeds, LS17 9LH		
Date of inspection	16 January 2019	Status of school	VC primary
Diocese	Leeds	URN	107989

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

School context

Harewood is a primary school with 103 pupils on roll. The majority of pupils are of White British heritage. Very few pupils 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 below national averages. The religious background of the majority of pupils is Christian. The headteacher was appointed soon after the last inspection and there have recently been significant changes in the staff leadership structure of the school.

The school's Christian vision

Educating For 'Life In All Its Fullness' (John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their emotional, spiritual and cultural self. Through our Christian values: honesty, forgiveness, courage, hope and community, we ensure that children are prepared for life as active citizens in the world they live in.

Key findings

- The school's chosen Christian vision encourages all stakeholders to live out the biblical teaching of the infinite worth of every individual, all known to God, made in his image and therefore of infinite value.
- Because of this belief, the school ensures all pupils receive caring nurture, an exciting, stimulating education that inspires their progress, and a desire to achieve the best possible educational outcomes.
- The effective leadership of the headteacher ensures particular emphasis is placed on the provision of tailored support to meet the needs of pupils who need additional care and provision in order to thrive.
- Senior leaders and governors have recently adopted the carefully-selected Christian vision statement. This refreshed vision is already underpinning areas of significantly strong practice but this is not yet the case across the full breadth of the school's work, to achieve a grade better than Good.
- Worship and religious education (RE) support the school community in living out the chosen Christian values. This is particularly evident in the respectful, caring relationships throughout the school, and the pupils' social action in supporting the needy and caring for God's created world.

Areas for development

- Extend the scope of the chosen Christian vision towards underpinning and inspiring all aspects of school life. This will ensure all stakeholders benefit from their rich experiences inspired by 'Life in all its fullness'.
- Ensure that the school's Christian vision is extensively shared with stakeholders and the wider community, to clarify that Jesus' teachings are the driving force that motivates all aspects of school life.
- Build on the pupils' regular evaluations of the impact of worship, so that the views of adult members of the school community can also enrich the planning and development of worship styles and themes.

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

Sustained by its inspirational Christian vision, Harewood lives out its Christ-centred beliefs in the exceptional quality of pupils' learning experiences and care for all its stakeholders. This exemplifies the enthusiastic faith-driven practice evolving at the school. However, the school's public profile does not yet fully celebrate Christian belief as the principal driving force within school life. For classroom staff, maintaining the high quality of their teaching and pupil interaction is a Christian priority. Pupils strive to live out the Christian values of the school, which comprise honesty, forgiveness, courage, hope and community. Alongside the school's five pupil-inspired 'golden promises', these values underpin exemplary behaviour and caring relationships throughout the school. Pupils often sort out minor differences amicably without adult intervention, demonstrating their ability to mediate with respectful confidence.

Pupils are protective of each other's rights and freedoms to make positive life choices. A Year 6 pupil stated, 'You have to be strong and know what is right'. Pupils appreciate the need for respect, dignity and tolerance within the multi-cultural and multi-faith world community. Their level of understanding is clear in their abhorrence of violent racism, expressed recently when a pupil's Muslim female relative was attacked locally.

Governors and senior leaders ensure that the curriculum inspires pupils to want to make good progress and fully engage in classroom learning. Recent changes to the staffing structure have strengthened Church school leadership capacity. The RE subject leader has become assistant headteacher, sharing responsibility for the Christian ethos. RE is interwoven through the wider curriculum, as well as linking into collective worship themes and in developing pupils' spirituality. Governors systematically evaluate the impact of the Christian vision on school life, feeding the outcomes back to senior leaders for action. Such governor challenge has recently brought about pupils becoming independent leaders of worship and the provision of reflection areas. The school benefits from diocesan support alongside links to local learning partnerships, all of which provide professional development for all staff and governors.

Because potential barriers to learning are removed wherever possible, all pupils are able to strive towards their full potential. As a result, end of Key Stage 2 outcomes for all groups of pupils are sustained at above national expectations. The wellbeing and mental health of all stakeholders are of high importance. Pupils who have special educational needs or disability are exceptionally well supported, in partnership with parents, because they are regarded as a Christian priority. Despite limited external funding, the provision of additional nurture is a significant aspect of the school's Christian stewardship.

RE is a core subject in which pupils of all abilities work with great enthusiasm and achieve well. Studying a range of world faiths, pupils are keen to articulate their own personal beliefs and opinions. The school has recently introduced the 'Understanding Christianity' approach, from which pupils gain an age-appropriate knowledge of Christian theological language and a clear understanding of biblical teaching. Pupils of all faiths relish RE's opportunities for them to be the experts on their own beliefs. The use of Big Questions, to consider life and belief, provides pupils with opportunities to put forward their own views. The assistant head uses advice from the diocese and local Church schools to ensure RE remains relevant and well-resourced. Visits are an integral part of RE, a recent 'three faith day' giving pupils a vivid introduction to Muslim, Jewish and Christian places of worship.

Attendance percentages above national expectations show pupils want to be in school. Because of its Christian beliefs and golden promises, Harewood is a happy school where bullying and discrimination are very rare occurrences. Any instances are dealt with effectively in a spirit of Christian reconciliation and forgiveness. Pupils live out the Christian value of community in helping and speaking out for others. Some pupils become school councillors, taking part in decision-making that ensures the impact of the school's Christian vision is maintained. Others are Church school ambassadors who provide pupil voice for the Christian vision and RE on behalf of the school.

Invitational collective worship is at the centre of each day, celebrating and strengthening the Christian vision. The chosen approaches to worship ensure that all pupils, irrespective of belief, can develop their understanding of faith as part of their personal moral or spiritual development. Worship plans are carefully drawn up by the headteacher and vicar. Its themes highlight the festivals of the Church year as well as local and world events. Worship gives relevance and biblical authority to the school's Christian values and supports pupils' growth in age-appropriate understanding of the Christian teaching of the Holy Trinity.

The recent innovation of pupils as the worship leaders is working well because they speak from the heart about their own growing spirituality and beliefs. A younger pupil explained, 'When friends lead worship it is easier for

me to hear God's message'. Adult leaders of worship include teachers, the vicar and occasional visitors. Pupils evaluate the impact of the worship to enrich future planning. However there is no systematic way of recording similar opinions from adult stakeholders. Parents attending worship appreciate how it celebrates the impact of Christian belief on pupils' actions and achievements.

Christian and Anglican traditions are observed with the use of the cross as a focal point and the lit candle that signifies worship time as being sacred. Pupils are keen to offer their own prayers, alongside the Lord's Prayer and school prayer, as integral parts of the liturgy. Invitational prayer continues through the day with regular use of reflection areas, thanksgiving for food at lunchtime and home-time calm class reflection, using mindfulness techniques. Some pupils extend their use of prayer into their home lives.

Living out its Christian vision, the school supports pupils in becoming passionate advocates for the less fortunate. The school has a long-standing link with the Leeds-based St George's Crypt project, which enables pupils to 'unpick their privilege' and respond to the needs of the less fortunate. However, a pupil felt compelled to persuade the headteacher that the school should do even more to help the homeless after seeing rough sleepers. Guided by collective worship themes and current concerns, the school council helps pupils to decide on charitable giving. A recent Advent project, focused on donating food for distribution to food banks, attracted copious donations. Pupils' practical active spirituality is enriched by their participation in the Archbishop of York's Award scheme. Resulting engagement in community work and social action emphasises how Christian teaching inspires and educates pupils to work towards the 'fullness of life' for all. A staff member commented, 'It is natural at this school to look after the needs of others.'

Headteacher	Emma Wraighte
Inspector's name and number	Nigel Castledine 652