



National Society Statutory Inspection of Anglican and Methodist Schools Report

Fairfield Endowed CE (C) Junior School

Boarstone Lane,
Fairfield,
Buxton,
Derbyshire.
SK17 7NA

Diocese: Derby

Local authority: Derbyshire
Dates of inspection: October 9th 2014
Date of last inspection: January 11th 2011
School's unique reference number: 112806
Headteacher: Mrs Vicky Giliker
Inspector's name and number: Alison Woodhouse 777

School context

Fairfield is a smaller than average-sized junior school serving 178 pupils of which almost all are of British heritage. St. Peter's Church is a twenty minute walk from the school as the current school building was built in 1972. The proportion of pupils known to be eligible for the pupil premium is above the national average as is the number of pupils with a statement of special educational needs. The school works closely with a variety of outside agencies to support families who face challenges.

The distinctiveness and effectiveness of Fairfield as a Church of England school are outstanding.

- Leadership at all levels, including the Headteacher, governors, RE co-ordinator and teachers, have worked together well so that the school's Christian distinctiveness is clearly known and valued.
- Collective worship is a core part of the school's daily life. Learners understand the value of personal prayer which impacts very well on spiritual development across the school community.
- There is a close and effective relationship between the school, parish and community. The basis for the extended work carried out within the community is set firmly in a strong Christian Ethos.

Areas to improve

- Extend the prayer spaces to outdoor areas allowing everyone to have greater opportunities for personal prayer and reflection.
- Embed RE work from the new agreed syllabus so that learners are excited and challenged by RE lessons.

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

A strong Christian ethos permeates throughout Fairfield's where Christian values are clearly embedded. There is a caring, supporting environment with displays and photographs which promote the distinct ethos of the school. The school website and documentation gives status to Fairfield's as a Church of England school and indicates its importance with an opening statement 'As a Church of England school we promote Christian values and treat one another with care and respect.' This was a development point from the previous inspection which has been fully met. The Christian ethos of the school is shared in the community and reaffirmed with pupils and their families through strong links with St Peter's church. These links are explicit and enable the children and church members to view each other as part of an extended family. This has created an atmosphere of trust in school where pupils know that fairness is an intrinsic part of expectations of behaviour. The policy of behaviour known as The Fair Deal Plan is based on a system of restorative justice where help is given to put things right to allow forgiveness to take place. From this pupils have a strongly developed sense of what is fair and they apply what they have learned about the Christian value of justice. This approach has been fundamental in ensuring all pupils have continued access to education where in some cases exclusion has been a risk. These Christian values have a direct impact on behaviour and relationships. Pupils understand these values as Bible based and are able to discuss them as a context for social behaviour. Christian values contribute to the personal development and wellbeing of all learners, and these are shared with the pupils throughout the curriculum. Opportunities to discuss and relate to values are offered through a Personal Social Healthy Emotional (PSHE) scheme of work with topics being addressed such as Fairtrade. This combined with Religious Education (RE) teaching and RE days where a diverse range of faiths are explored give pupils the chance to consider and respond to some challenging questions. The use of RE days to focus on global issues makes a major contribution to pupils' spiritual, moral, social and cultural education and helps pupils develop an understanding and respect for diversity.

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

Great value is placed on collective worship with prayer being a very important part of school life. Collective worship has been planned and evaluated by the whole school community, and ideas for improvement have been actioned. Suggestions from staff and pupils are now in practice, such as saying Grace in class before lunch and the lighting of three candles at the start of each collective worship as a visual reminder of the presence of the Trinity. A detailed long term plan for collective worship ensures themes are linked by Bible stories, Christian festivals and church links. Themes reflect Anglican practice and the church year is inherent/threaded throughout the collective worship plan. This supports the Anglican foundation of the school and contributes to the children's understanding of Anglican faith and practice. Christian values are also woven through collective worship and supported by the Open the Book through drama. This has a positive bearing on children's real life as links are made explicit. All staff are in attendance and a variety of people lead worship including children. The impact is easily articulated by stakeholders as they talk positively about having time to reflect, share and continue important discussions at different points in the week. Pupils say they like collective worship because 'We find out about what God did and what God made' and 'Collective worship is important because we can talk to God.' The impact of collective worship reaches beyond the school. Parents comment on family discussions at home around prayer and the Trinity being discussed. One parent commented that when her child asked if she knew where God was; he told her 'everywhere.' Parents were also eager to discuss the positive links with St. Peter's, especially with reference to Reverend Carl, noting the lasting impression that he leaves with the pupils. His positive impact is due to his presence not only in school and church but also within the community as someone who is always eager to listen. Prayer is central to the life of the school. The previous inspection identified the need to 'develop opportunities for

prayer and reflection in collective worship and during the school day.' Pupils and staff regularly contribute to a prayer tree which is part of a reflection area central to the school. Prayer is a key part of collective worship and as well as the school prayer and Lord's prayer being well known, a prayer box provides leaders with a variety of prayers. Pupils have actively embraced this area, adding prayers frequently. The content of the prayers has developed over time, from asking for material items to more direct requests to God for help and with prayers of thanks. The foundation governors and the collective worship leader have completely reviewed the planning and provision for collective worship since the previous inspection. There is evidence from governor minutes of monitoring and questionnaires demonstrate stakeholders' feedback. This has resulted in ensuring the Christian faith is predominant/celebrated and Christian values positively support all stakeholders.

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

The quietly determined and longstanding strengths in Christian leadership mean that Christian principles are deeply embedded and directly inform the work of all staff and governors. There are tangibly warm relationships between all members of the school community which are a result of the commitment of leaders working in harmony with the church. Governors are effective at evaluating their school as a church school, ensuring key questions and discussions are led by foundation governors at meetings. The School Self Evaluation (SSE) demonstrates a thorough understanding of the school as a church school. It is clear about the journey and the impact that the community has made since the last church school inspection and indicates further plans for the next stage of the journey. Staff, children and their families are supported with care and concern through difficult times. Strong community links are evident as the school initiates activities such as Dads and male carers day; parenting courses; cookery lessons, alongside regular school curriculum events. Parents are invited into school at all major celebrations in church, giving opportunities for them to access the extended family at St Peter's church. The new RE curriculum together with the daily act of worship ensure pupils understand the roots of Christian values within the Christian faith. The RE leader is well supported by the Headteacher and governors to introduce new initiatives such as the assessment and tracking of RE levels and the introduction of the new agreed syllabus. Pupils have a developing understanding of local, global and national communities. Excellent use has been made of diocesan training programmes to further develop the school's distinctiveness and rigour. The RE leader is developing her role by joining National Association of Teachers of Religious Education (NATRE) for professional development and has introduced the new RE syllabus across the school. The local church makes a significant contribution to school life, through its involvement in planning and leading worship, on-going prayerful support and service as foundation governors. This has developed significantly since the last inspection. There is a good relationship between Reverend Edwards and school as he regularly leads collective worship and has a strong presence in the community. He supports the collective worship leader and is always available for advice. There are further links with St Peter's church through Messy Church events. The governors and Headteacher ensure the appropriate professional development of senior staff looking towards future leadership opportunities. This was apparent last year when the Headteacher supported another local school, which in turn gave the opportunity for the Deputy Headteacher to act as Headteacher.

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