



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Duke of Norfolk Church of England (Voluntary Controlled) Primary School

Royle Avenue
Glossop
Derbyshire
SK13 7RD

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 7th July 2016

Date of last inspection: 21st June 2011

School's unique reference number: 112868

Headteacher: Ann Montgomery

Inspector's name and number: Louise Patterson (310)

School context

Duke of Norfolk Church of England Primary School is slightly larger than average. The vast majority of pupils are from White British backgrounds and pupil premium numbers are well below national average. Pupils are drawn mostly from the town of Glossop, where the school is popular and is regularly oversubscribed. The head teacher has been appointed since the previous inspection and has been in post for three years. The school is within walking distance of the parish church via the newly instated path.

The distinctiveness and effectiveness of Duke of Norfolk Church of England VC Primary School as a Church of England school are good.

- Christian values of service, respect and compassion are displayed in the relationships between staff and learners, among learners, between staff and in the wider community, developing the unique gifts of every individual.
- Christian nurture is clearly evident resulting in pupils who are well cared for and behave well. They are developing into young people with a depth of religious and spiritual understanding.
- The all-inclusive approach to the church school ethos, reflected in the themes used throughout school, enriches the Christian life of the school resulting in a sense of belonging to a Christian community.

Areas to improve

- Introduce an ongoing, structured approach to self-evaluation of the distinctiveness and effectiveness of Duke of Norfolk as a church school to inform development priorities.
- Place more emphasis on the involvement of pupils in the planning and delivery of worship, along with the introduction of elements of Anglican liturgy and an understanding of the Trinity so as to enrich the Anglican life of the school.
- Introduce information into public documentation to reflect the good practice and importance placed on collective worship.

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

The school's ethos, relationships and treatment of every child as an individual make it very clear that the life and work of the school is firmly rooted in Christian values. Christian values are being lived out and discussed resulting in a very positive impact on the whole school community. It manifests in such areas as the quality of care and respect for each other, the behaviour of pupils and high quality classroom practice. Pupils are able to articulate to a degree what it means for them to go to a church school, saying such things as, 'the cross on our badge represents God and Jesus,' and, 'we go to church for festivals, which we enjoy'. Data confirms that pupil attainment is above national averages, which is a reflection of the quality of teaching and the teachers' commitment to the school as a Christian institution. Though there are relatively few pupil premium pupils the school is focused on success for all pupils. Both pupils and parents like the way that the school values and celebrates a range of achievements, both academic and pastoral. Pupils say that they enjoy coming to school and that they feel very safe and well cared for, as a result attendance is well above national averages. A range of charities, both local and national, chosen by the pupils are well supported. Pupils have an effective voice implemented by an active school council. Religious education (RE) is recognised as important within the school. Pupils demonstrate a depth of reflective understanding as they get older which suggests that the subject, along with collective worship, is having a very positive impact. RE makes a contribution to the school as a Christian community as well as increasing pupil knowledge and understanding of a range of religious concepts and themes. A parent commented that she was, 'amazed at the knowledge,' her child had and that, 'if they were not engaged they would not talk about it at home like they do'. Pupils generally appreciate and make good use of the reflection areas in each classroom though there is some variation throughout school. Where used well, these are making a significant contribution to the spiritual dimension of pupils. Cooperation and a mutually supportive approach are indicative of the highly positive and supportive staff team. Adults within the school are providing excellent role models of hard work, care and love of the individual child. This results in pupils who are very well behaved and have a positive attitude towards the school as a Christian community. Pupils visit the church for the major festivals. These are well attended and greatly appreciated by parents. There is good communication between the church and school. Parents speak very highly of the school as a church school. They say such things as, 'it is an important part of the school', 'there is a different slant on the prayers etc.' and, 'children talk about the church and different religions at home'. They say that they are kept well informed about their child and school events and that there is, 'a truly open door policy,' with the head teacher being 'genuinely interested in every child'.

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

Worship plays an important part in the life of the school, having a positive impact on the spiritual and religious development of both staff and pupils. There are regular opportunities for the development of the spiritual dimension such as prayer and periods of quiet reflection being clearly in evidence. The carefully considered themes ensure a clear understanding that the teachings of Jesus can be lived out through caring relationships, good behaviour and mutual respect. Pupils and staff were engaged in the worship observed and were clearly enjoying the experience, especially the singing. Pupils commented that they gain much from times in worship saying such things as, 'I love it when all the classes come together', 'I like how our school has its own prayer,' and, 'I would miss the visitors because they make it fun and we learn'. Younger pupils said that prayer is 'speaking to God' and that 'God will always forgive you'. Pupils enjoy and take pride in the opportunities to lead prayers and take an active part in worship. There is little understanding of the concept of the Trinity within worship and there is sparse Anglican content. Christian worship is well planned by the Church Group within school, who are a mixed group of staff with an interest in this area. There is an appropriate balance between whole school, key stage and class worship. However, pupils are not sufficiently involved in the planning and delivery of worship. Pupils said that they would welcome this opportunity. Major Christian festivals are celebrated in church and pupils and parents are invited.

Visitors deliver worship on a regular basis which pupils say they enjoy. Parents are welcome to come to class worship and speak very positively about these opportunities.

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

The enthusiastic and committed leadership and management provided by the headteacher and governors contributes significantly to the success of this good church school. The Christian vision of the school is effectively promoted through the quality of the relationships, high quality worship and the school badge. However, the prospectus and website do not currently reflect the Christian distinctiveness and the centrality of collective worship to school life. There is a very good team spirit with everyone being actively part of the church school ethos. All adults within the school are good role models and provide inspiration for the high expectations of behaviour, care and respect for the individual, which are all significant characteristics of this school. There are strong, mutually supportive links with the local parish through the vicar who is also a Foundation Governor. The new footpath to the church embodies these links. Local church members provide valued support for the school both practically and spiritually. There are strong and very productive links with the diocese which are greatly appreciated by the school leadership. Relationships with parents and the wider community are very good, as a parent commented, 'the Christian values are teaching the children life values,' and, 'being a church school is an important part of the school'. They greatly appreciate the open door policy of the school. Parents said that they, 'always feel that communication is there,' and that the, 'school is open to ideas to add value to the education'. Pupils affirm that they have an effective voice within the school with both individuals and the school council being heard and their contributions valued. The self-evaluation carried out by the school, though not thorough, makes accurate judgements in the key areas. Though there has been some progress made in some key issues from the previous denominational inspection, elements remain to be acted upon. The school meets the statutory requirements in both RE and collective worship. The good leadership, supported by members of the local church, governors and the diocese, is very well placed to move the school forward within its' Christian foundation. However, there is a need for a structured approach to reviewing the effectiveness and distinctiveness of Duke of Norfolk as a church school monitored by foundation governors. The impact of this needs formal assessment.