

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stanton-in-Peak Church of England Primary School

School Lane, Stanton in Peak, Matlock, DE4 2LX

Current SIAMS inspection grade	Outstanding
Diocese	Derby
Previous SIAMS inspection grade	Good
Local authority	Derbyshire
Name of multi-academy trust / federation [delete as appropriate]	N/A
Date/s of inspection	23 March 2017
Date of last inspection	26 January 2012
Type of school and unique reference number	Voluntary Controlled 112856
Executive Headteacher	Caroline Poole
Inspector's name and number	David Wood 907

School context

Stanton-in-Peak Church of England Primary School is a small village school with currently 47 children on roll, split between 2 classes. The age range is 4 – 11. Almost all of the children are of white, British heritage. There is a very small number of disadvantaged pupils, significantly lower than the national average. The number of children with Special Educational Needs or Disabilities (SEND) is significantly lower than the national average. At present, no children speak English as an additional language. Since the last SIAS inspection, the head teacher has now become executive head over Stanton-in-Peak and a neighbouring Church of England Primary School. Pupil numbers have also risen considerably since the previous inspection. An Ofsted inspection, carried out in October 2016, graded the school as outstanding.

The distinctiveness and effectiveness of Stanton-in-Peak as a Church of England school are outstanding

- The relationships between all staff and children are rooted in mutual respect and individual care, which are explored through the life and teachings of Jesus Christ. This allows children to excel, in terms of their personal well-being, academic achievement and awareness of how their actions affect others.
- The planning, delivery and evaluation of religious education (RE) and collective worship is highly effective. This leads to children who enjoy the challenge of thinking about big questions, which inspire and help to deepen their understanding.
- Robust and regular self-evaluation of the school's Christian distinctiveness, including RE and collective worship, involves all groups within the school community. Improvements then take place, supported by clear communication and relevant staff professional development. An example of this was when a newsletter outlined the RE curriculum for parents, demonstrating the broad coverage of different religions and faiths.

Areas to improve

- To develop further the understanding the children have of the distinctive features of different Christian traditions in worship. This will then allow the children to articulate more fully, what they personally take from them.
- As part of the development of the new school website, ensure that the school's distinctively Christian characteristics are evident. As a result, the wider community will appreciate the central role Christian values play in the life of the school community.

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

The wellbeing of pupils and adults alike is central to the ethos of the school. Guided by highly professional, caring and dedicated staff, pupils from all ability groups and backgrounds make very good progress and achievement is high. The curriculum is stimulating and varied, catering for all learning styles and talents. Pupils and staff alike are enthused by the Forest Schools afternoons. It allows children and staff to further develop the excellent relationships that exist, and for pupils to build up their self-confidence and demonstrate their significant skills and talents that exist outside the normal classroom environment. All of this is the result of viewing each person as unique and precious to God.

The school's behaviour policy is driven by Christian values of honesty and forgiveness. Pupils' behaviour is outstanding, and the implicit, rather than explicit, Christian values make a significant contribution to this, with members of the school community referencing trust, honesty and respect. A clear sign of the way in which the pupils embrace these values was seen when the school team was awarded the 'Honesty' trophy during a recent inter-school dodgeball competition.

The school plans regular trips and visits. During one such visit to inner city Derby the pupils went to a Mosque, a Gurdwara and a Temple. This enabled the pupils to develop their understanding of different faiths and cultures. Pupils are able to discuss the similarities and differences between different faiths and their approaches to worship, demonstrating a deep respect for all.

Parents are very happy with the Christian values that the school promotes. They readily talk about the respect and care that is at the heart of the school. They are also aware that the adults in school treat every child as an individual, supporting and nurturing their development, both as citizens and academically. The reflection area, which is currently linked to the collective worship theme of righteousness, is used and valued by the pupils. This along with the classroom reflection and prayer areas help the pupils to develop their personal spirituality. One pupil spoke about praying to God to say sorry, and another spoke about how he used prayer to try to get a message to their mum about an award they had received at school. RE contributes to the spiritual development of pupils and is being enriched by the introduction of the Understanding Christianity resource.

The headteacher has developed the church services that the school hold during the year. These are now seen as a service, rather than a performance. Parents and pupils come together to sing and share readings from the Bible. Parents, pupils and staff all speak positively about this change. Attendance levels continue to be high for all pupils and there have been no exclusions.

The impact of collective worship on the school community is outstanding

The timing of collective worship ensures that the school day starts with a clear focus on the importance of worshipping together. All staff and pupils attend and participate, again demonstrating the importance that it has within the school community. Pupils clearly enjoy taking part in the inclusive collective worship within school. They demonstrate their confidence in leading acts of worship through the reading of prayers, the lighting of a candle, and the participation in an activities such as demonstrating when things are clearly unfair.

Pupils are developing their understanding of Christian traditions in worship. One pupil talked about the symbolic nature of the lighting of the candle. Saying how to them it represents the light of God, and that in dark times then Jesus and God will light it up for us. Another pupil spoke about the flame from the candle showing that the Holy Spirit is with them.

Most recently, pupils have been discussing 'righteous anger'. This theme was inspired when the pupils were talking about the plight of Syrian refugees and how they felt that it was not fair that they should have to endure the dangers and conditions that they currently do. The headteacher responded to this, basing a number of collective worships around righteousness and linking this in the teachings from the Bible. Two pupils were inspired to raise money for the charity 'Shelter' in response to the refugee crisis.

Worship clearly has an impact on the pupils. A number of pupils spoke about how they have wanted to go back and read their Bibles after the headteacher had read teachings from the Bible during worship. Since the previous inspection, action has been taken to improve the monitoring and evaluation of the impact of collective worship.

Pupils' views are captured regularly. One pupil's feedback after hearing about how God loves everyone read, 'I will try to love everyone.' After a worship that looked at resilience and perseverance another pupil wrote, 'I will keep looking for things when I've lost them.' These views add further evidence to demonstrate the raising of aspirations and the high levels of spiritual and moral reflection that routinely takes place at Stanton in Peak.

Foundation governors also attend collective worship and speak to pupils to gauge its impact. Staff also discuss the impact on the pupils of the values that are explored during worship. All adults in school ensure that they are good role models of the values promoted through collective worship.

Key festivals are celebrated in the church and helps the pupils to have a growing understanding of these Anglican traditions. Pupils are familiar with prayer and reflection time as part of worship. Pupils are also developing their understanding of God as Father, Son and Holy Spirit. The headteacher has ensured that despite there not being a local clergy in post at present, the pupils still benefit from a number of different visitors leading acts of worship. Pupils speak positively about Open the Book and another visitor who teaches them about Christian values through magic. Parents praise the ways that both collective worship and religious education has influenced their children. Parents talk about how their children engage well with both, discussing big questions about God at home, and talking about the importance of having respect and understanding of different views.

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

Outstanding leadership and management are key to the school's success. All staff clearly value and recognise the importance of the Christian values that are implicit in everything that the headteacher does and expects within school. Staff articulate that they all have the same, shared ethos and values. This has clearly come from the influence of the headteacher. Parents and governors talk about a school that they are proud of, where the pupils are loved, respected and cared for as individuals. An example of this was when one of the teachers offered to speak with a former pupil who was not having the best of times at their new school. The parent of the pupil went on to say, 'This just reflects the staff at this school.' This was also evident when a pupil said, 'My teacher will always listen to me and I can tell them what is on my mind.' Christian values clearly make a significant contribution to the pupils' excellent behaviour and their spiritual, moral, social and cultural development.

The governing body are committed to ensuring that the school continues to be an effective church school and are providing appropriate challenge and support. They have recently benefited from training and support through the diocese. The governors have ensured that effective action has taken place on the issues from the previous inspection and are improving their awareness of the nature of Christian distinctiveness. The school's self-evaluation is accurate and draws on the views across the school community; because of this, it knows what its strengths are and what it needs to do to benefit the pupils.

The headteacher has responsibility for both collective worship and RE. She regularly attends diocesan led training, most recently for the 'Understanding Christianity project'. Staff meetings are then used to disseminate this knowledge across the staff team, allowing them to develop their own practice and further improve the pupils' knowledge in this area. The quality of the schools RE provision has recently been recognised through the awarding of the RE Quality mark (silver) award. The partnership with the local church has been made more difficult by the fact that there is not currently a vicar in post. However, the school continue to use Holy Trinity Church and have also held joint services at the church in Birchover, where the local communities have come together for worship. The school meets statutory requirements for collective worship and RE and the Church of England's expectations as given in the Statement of Entitlement.

SIAMS report [March/2017] [Stanton-in-Peak Church of England Primary School, Matlock, Derbyshire] [DE4 2LX]