

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Mapperley Church of England Voluntary Controlled Primary School

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Derby</b>
Previous SIAMS inspection grade	Good
Local authority	Derbyshire
Name of multi-academy trust / federation	N/A
Date of inspection	29 June 2017
Date of last inspection	26 June 2012
Type of school and unique reference number	Voluntary Controlled 112836
Headteacher	Richard Cripps
Inspector's name and number	David Wood 907

#### School context

Mapperley is a small village school currently with 56 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 small number of disadvantaged pupils, lower than the national average. The number of children with special educational needs and disabilities is above the national average. There are currently a small number of children who speak English as an additional language. Since the last SIAS inspection, the school teach Year 5 and 6 pupils separately from Year 3 and 4 every morning.

#### The distinctiveness and effectiveness of Mapperley as a Church of England school is outstanding

- The caring, nurturing and respectful ethos of the leadership of the school, which are developed through a broad curriculum and biblical teachings, have clearly influenced pupils, who in turn demonstrate these same values in their daily interactions.
- The use of prayer plays a central role within school. Pupils engage with many different opportunities for prayer, leading to them being able to talk about why they pray and about how it helps them.
- Highly professional, dedicated staff, hold Christian values at the centre of their work so that pupils achieve well, are happy and safe.

#### Areas to improve

- To build on the monitoring and evaluation of collective worship and Religious Education (RE), which is already taking place, so that further improvements can be made, leading to pupils gaining a greater appreciation of how the school's Christian values and ethos impact upon them as individuals.
- Enhance the curriculum in order to further strengthen the pupil's knowledge and understanding of different cultures, both within the local community and the wider world.

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

Caring for and supporting each other, both within the school community, and further afield, are central to the school's values. Pupils, staff, governors and parents, all articulate that these values run through the curriculum and that collective worship plays a crucial role in affecting the values and achievements of the pupils who attend the school. Parents talk about how the pupils are accepting of people who may appear to be different to them, that they

accept others for who they are and value them as part of their school. They are also happy with the Christian values that the school promotes. They talk about the school's family feel and the caring nature of the pupils.

The progress and achievement of pupils from all ability groups and backgrounds is good. Pupils reference the importance of perseverance. They cited a story about a young Japanese girl who was affected during the second world war, but never gave up, even when things were incredibly hard. They draw on this and it helps them to remember to always give their best. The pupils have gone on to make origami birds in her memory.

The school's learning passport supports the pupil's social and moral development. The 'Values for Life' which the school has embedded into its daily life are then referenced to parents and carers, and pupils are encouraged to complete activities that are linked to the current term's value, stimulating discussion and reflection. Due to this, most pupils are able to talk well about how these values have had an impact upon them as individuals. Pupils behave very well, with the Christian values of care and respect for others evident. Examples of which were seen when pupils listened to other peoples' views without interrupting and responded with positive comments to these suggestions. Likewise, at the end of collective worship every pupil showed gratitude by saying thank you when receiving a post it note from another pupil.

There is a collective understanding that spirituality plays an important role within the curriculum. They make excellent use of the countryside around them by attending Forest schools, and, the Headteacher has developed links with the Derbyshire Wildlife Trust, as he, the staff and governors see the impact that it has had on the pupils. Art has also been used successfully to support the pupils through their own spiritual journeys. Pupils spoke about how God had created the beauty around them and that they needed to take care of it.

The school also makes effective use of trips and visitors in order to help the pupils to gain an understanding of the diverse and multi-cultural nature of the world in which they are living. Representatives from the Derby Open Centre have visited school, sharing cultural activities. African drumming workshops have also been held. The school utilised the knowledge and expertise of a temporary member of staff by basing a unit of work around her Pakistani heritage and Islamic religion. The pupils were able to learn about the cultural similarities and differences between the countries and religions. They talked excitedly, respectfully and knowledgeably about the things they had learned during this period.

RE contributes to the spiritual, moral, social and cultural development of pupils. A parent spoke about how the school has helped to develop their child's knowledge of Christian festivals. They went on to say that their child discussed the resurrection of Jesus, with another parent adding that their child had asked to be baptised.

Pupils discussed how they have learnt about different religions and values during RE lessons. They spoke about how the values for life that they explore during collective worship also form part of their RE learning. They discussed friendship, and how Jesus's friendship with his disciples could be linked to this.

Attendance levels remain good and there have been no exclusions.

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

Collective worship takes place on a daily basis and all pupils and staff worship together. Leaders have made significant improvements to collective worship since the previous inspection. Pupils, governors and parents talk very positively about the contribution this makes to the community, with parents and pupils regularly worshipping together at these times. Pupils say that they enjoy coming together as a school, worshipping God, talking about Jesus and learning from Bible teachings. Holy Trinity Church is used to conduct acts of worship on a regular basis.

Pupils are comfortable planning, taking part in, and leading aspects of collective worship. Collective worship leaders welcome worshippers, light candles, lead prayers and sometimes act out stories. Pupils spoke about how they are encouraged to think about how they can take what they have covered in collective worship in to their own lives. An example of this was seen when children were given post it notes to record on them how they themselves could welcome someone new in to their school. Pupils demonstrate an impressive understanding of prayer. They talk about praying to God to give thanks, and to ask for help and forgiveness. Pupils also contribute prayers to school worship that are relevant and appropriate as well as placing prayers on the Prayer Tree that is sited in the entrance. A child spoke about praying hard to God for help for one of their family members, with another talking about how the school had come together to ask God to aid the safe return home of the headteacher's cat.

Pupils clearly enjoy contributing to collective worship. Parents spoke about how their children will often sing the songs that are sung during collective worship, and talk about the Biblical events that they have learnt about. One parent shared that their child had come home and said that they had two dads, grandad and God. Following the previous inspection, some action has been taken to develop the monitoring and evaluation of collective worship. Pupils said that they would like to have more visits to church for collective worship. This has led to acts of worship taking place at Holy Trinity for Mothering Sunday and Remembrance Sunday. Parents talked very positively about these changes, and how they particularly enjoyed the Mothering Sunday service.

Pupils are developing their understanding of different Christian traditions in worship. A pupil discussed the lighting of the three candles during collective worship to signifying that Jesus is the light, it shines in darkness and shows that he is always there for you. Pupils are clear on the significance of three candles, saying that they represent God the Father, God the Son and God the Holy Spirit. Another pupil spoke about the three flames being for Love, Hope and Faith, and that the Holy Spirit is your faith. When Friendship was the values for life theme, the pupils made a Friendship shelter on the playground. This caring attitude was further evidenced when a pupil spoke about the family groups that exist in school. She spoke about how the older children within these families are like our big brothers or sisters, and we can go to them if we have a problem. These thoughts add evidence to the spiritual, moral and social development of the pupils.

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

The headteacher has a clear vision for the school based on Christian values, and the governors and staff are fully supportive of this. School leaders all share and live out Christian values and are able to articulate the impact of these on the life of the school. The headteacher leads by example. This can be seen when he helps serve dinner to the pupils and carries out playtime duties. Staff and parents spoke about pupils of all ages playing happily together, and during lunch, pupils sit in mixed age tables, with older pupils serving food, and helping to wipe down tables.

The school's self-evaluation is sound, with staff and governors contributing to it. As a result, it knows what its strengths are and what it needs to do to further benefit pupils. All groups of learners achieve well, making good progress from their starting points. The school have taken action to address one of the development points from the previous inspection and have refined their monitoring and evaluation systems, measuring the impact of the school's ethos and distinctive Christian values. Governors regularly observe collective worship to ascertain the impact on pupils, reporting back to the full governing body. The school has identified a number of areas of improvement within its school improvement plan in order to improve the pupils' knowledge and understanding of different faiths and cultures.

The distinctive Christian values make a positive contribution to the pupils' behaviour and attitudes towards each other and towards people from other communities and countries. This was demonstrated when pupils spoke genuinely about how they would welcome and support refugees if they were to join their school. Examples of these views were; 'I will show you around. If you need help, just ask.' 'I would ask them back to my house. I would give them lots of pennies and let them sleep at my house.' Pupils' spiritual development is supported through the curriculum and clubs that are offered. Nurture sessions run on a weekly basis and a parent and staff member run a mindfulness club. Pupils' appreciation of the present helps them to be fully aware of God's creations. The school ensures that there are many opportunities for this, through the Forest school's programme, the developing links to the Derbyshire Wildlife Trust and the Explorers' Club. Pupils talk enthusiastically about this aspect of school life, saying that they appreciate how lucky they are to have access to this beautiful countryside.

Through working with another local school, leaders are beginning to develop links with a school in India so as to allow pupils to further enhance their understanding of different cultures. Parents added that the curriculum has already helped their children to become more aware of different cultures and religions. Pupils spoke knowledgeably about Sikhism, Islam, Humanism and Hinduism. They respect people of all faiths and welcome new members in to their school, no matter what their background.

The pupils benefit greatly from Reverend Gill and other members of the diocese who regularly deliver collective worship. Links with the local church have been strengthened as a result. The addition of visiting Bible readers was a direct result of self-evaluation. Pupils had said that they would like to have more visitors in school.

Staff and governors have attended diocesan training and are in a position to lead further improvements as a church school. One example of this is the implementation of the Understanding Christianity resource to improve pupils' understanding of Christianity as a multicultural world faith.

Collective worship and RE meet statutory requirements.

SIAMS report [June/2017] [Mapperley Church of England Primary School, Ilkeston, Derbyshire] [DE76BT]