

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Darley Churchtown Church of England Primary School			
Address	Church Road, Darley Dale, Matlock, Derbyshire DE4 2GL		
Date of inspection	13 February 2020	Status of school	Academy inspected as voluntary controlled Derby Diocesan Academy Trust
Diocese	Derby	URN	I42839

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

School context

Darley Churchtown Primary School has 80 pupils on roll. Almost all 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last inspection, the school has joined the Derby Diocesan Academy Trust. In the last six months, the school has had a new executive headteacher and received a 'good' Ofsted judgement.

The school's Christian vision

We aim to provide a secure, caring school, in which all children work towards achieving their full potential in an atmosphere which encourages and values self-esteem. All children will develop positive attitudes and respect towards each other so that they can 'live life in all its fullness'. John 10:10

Key findings

- Inclusivity, care, respect and warmth permeate through every aspect of school life and are shared by every member of the school community. These values link clearly to the school's Christian vision.
- The Christian vision is underpinned by theological learnings that are rooted within collective worship.
- Pupils are given the opportunity to reflect on the teachings of Jesus in both collective worship and religious education (RE). Pupils talk about how they use this to be a better person and to respect and value others.
- The Christian vision has led to strong partnerships being developed with many local Christian groups which have enhanced the impact collective worship has on the school community.
- An area to improve from the previous inspection linked to increasing pupil involvement in collective worship has been partially addressed.

Areas for development

- Increase monitoring and evaluation of collective worship and RE by leaders, to ensure assessment of the impact of changes made.
- Embed the work of the newly formed pupil worship team in order to increase the impact collective worship has on the school community.
- Develop the curriculum so that pupils are able to revisit previous learning of key theological concepts in different world religions.
- Develop a shared understanding of spirituality as a school community and use it to plan for spiritual development across the curriculum.

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

Inclusivity, care and respect are central features of the school's distinctive Christian vision. The wording of the school's vision has recently been amended and now includes a clear theological reference which has been shared with the school community. The school is at an early stage in working the vision through its policies, although many aspects of existing practice already align with it. Leaders, staff and governors share a common belief that school supports the whole child and is not there solely for academic achievement. This is demonstrated through the way additional funding is allocated to support the social and emotional needs of some of the children. Trips, residential visits and clothing are also subsidised to ensure that all children benefit from curricular enrichment. Parents also speak positively about this feature of school life. Relationships within the school are strong and support the entire school community. The school benefits from the support parishioners give pupils, for example, with their reading. The executive headteacher and staff live out the Christian vision, demonstrating great care and support, not only for pupils, but for parents and colleagues alike. A parent said, 'My eldest child found it difficult to settle in the morning, so staff opened the door so that they could come in early and sit down quietly.' Pupils talk about how the school mantra, 'Be the best that you can be,' helps them to keep going in class. They speak about how this is important because we have been given unique talents from God and we need to make the most of them. Staff speak about how important it is that they are there to support each other in times of need, and that this is attributed to the school's Christian vision. This is modelled by the executive headteacher who takes a personal interest in all. Pupil behaviour is very good. 'Please' and 'thank you' are consistently used. A pupil linked this to the healing powers of Jesus for the 10 lepers, and that they should be thankful for everything we have.

The vision of the school has been the driver in creating a curriculum which is both engaging, broad and balanced. Pupils are provided with a range of trips and visits, helping them to experience life in all its fullness, and to widen their local and global view of the world. The Christian vision has also driven staff to ensure all groups of pupils make progress and achieve well over time. RE and collective worship provide opportunities for spiritual development. However, a shared school understanding of spirituality is not fully developed. As a result, the scope for exploring spiritual and ethical ideas is less established in other subjects.

The school's vision effectively fosters respect and social concern for different groups of people. Pupils are reflective in their approach to issues such as gender identification, equality and poverty. They articulate with understanding how everyone should be allowed to be the person that they want to be. The school supports the mental health and wellbeing of its pupils. This was evidenced when a pupil said, 'It is okay that I am a slow runner, because that is who I am.'

Governors understand the school's strengths. The development plan correctly outlines where it needs to improve. Systems have now been put in place for governors to regularly monitor the impact of developments as a Church school. Due to the recent nature of some changes to practice, governors have not been able to assess the impact. Leadership of RE is good and the subject has a high priority. The RE curriculum is well planned and covers Christianity and various world faiths. However, opportunities for pupils to revisit previous learning, particularly for different religions and world views, are not currently built into the curriculum. Pupils express their views and opinions on theological concepts in a safe and secure environment. Learning in RE is achieved through research, art and discussions which pupils say that they enjoy. Pupils speak knowledgeably about what they have learned about, as well as what they have learned from their studies in RE. One pupil referenced the parable of 'The Good Samaritan'. He said, 'Jesus taught us to help people, even if they are not our friend. That is what happens here. The school meets statutory requirements, reflecting well the Church of England statement of entitlement for RE. Pupils are aware of Christianity as a worldwide faith. School leaders have taken positive steps to address this area for development from the previous inspection. The school has arranged for a member of the governing body to visit a school in Kolkata. Although this aspect of the curriculum is not fully developed, pupils have been able to learn about the hardships that children face in Kolkata, as well as some of the similarities in their daily lives. Pupils talk about why it is important that they raise money so that children in the Kolkata school can have a better life. One pupil said, 'They are not as lucky as us and it is not fair that they don't have what we have at our school.' These links have been established as a result of the school's Christian vision to show respect for others.

The collective worship coordinator has developed a well-structured collective worship programme, which is values-led and in line with the school's vision. The whole school community talk with enthusiasm about the positive impact that it has had, reaffirming the caring, family ethos of the school. The collective worship coordinator works closely with St Helen's vicar, who regularly leads worship in school, as well as hosting acts of worship at church. Parents hold him in high regard, and this supports the strong relationship between school and church. An integral feature of collective worship are biblical teachings, and these are used to further reinforce the school's Christian vision. More time is given to exploring these teachings and developing the pupils' understanding of what they can take from them in their daily lives. Worship is further enhanced by the school's links with Christian partners who all lead acts of worship. The newly formed pupil worship team have not had the opportunity to deliver whole school worship. This means that the school has not fully addressed one of the previous inspection development points. The school has utilised training provided by Derby Diocesan advisors on how prayer can support class-based worship. As a result, pupils can talk about how reflection time helps them to think about how they can be a better person.

Executive Headteacher	Patricia Outram
Inspector's name and number	David Wood 907