

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

<b>Castleton Church of England Voluntary Controlled Primary School</b>			
<b>Address</b>	Back Street, Castleton, Hope Valley S33 8WE		
<b>Date of inspection</b>	10 October 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese / Methodist District</b>	Derby	<b>URN</b>	112807

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

### School context

Castleton Church of England is a small primary school with eighteen pupils on roll. The school has religious and cultural diversity with five pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well below national averages. The proportion of pupils who have special educational needs is above national averages. Due to falling numbers, the school has had to meet this challenge by offering flexi school, there are a number of families who travel a significant distance to attend school. The latest Ofsted (March 2017) judgement graded the school as good.

### The school's Christian vision

To provide, first and foremost, a safe and fully nurturing environment embedded in the context of Christian values and practice. We aim to be inclusive, meeting individual needs, and we offer opportunities to develop social, moral, spiritual and cultural awareness that are linked with our Christian community, and that aim to prepare our children for life in modern Britain.

- Leaders have developed a Christian vision that is embedded within the school. This is demonstrated by all adults in school including governors and parents, but the vision is not evident in policies or the website.
- The school offers a flexible approach to developing wisdom, knowledge and skills through the creative curriculum and attendance which meets the needs of all children and families.
- The school has made best use of the small numbers by showing compassion and care for each child's needs through close relationships with families.
- Collective worship is planned and delivered to a high standard. Evaluation of worship is not yet established within school.
- Religious Education (RE) has high priority in school. Pupils are provided with a safe place to explore, ask big questions and celebrate their own beliefs and that of others.

### Areas for development

- Ensure that governors engage with the range of training opportunities provided by the diocese so they can better support and challenge school leaders.
- Strengthen collective worship to ensure that pupils have regular opportunities to evaluate worship independently, which will impact upon their leadership role.
- Make effective use of monitoring and in particular a robust assessment so that high expectations in RE are maintained.
- Ensure that prayer or reflection spaces are available in school for pupils to use.

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

Governors and staff have developed the school's Christian vision and shared this with all stakeholders. Inspired by the Christian vision, school leaders work tirelessly so that pupils and adults can flourish and live well together. Relationships within and beyond the school are firmly rooted in Christian values which ensure that everyone is given the support, encouragement and opportunity to thrive. The school has yet to unpack the vision and embed it in all policies and on the website, although it can be seen in daily practice. Exemplary standards of behaviour are due to a well-disciplined school that focuses on Christian values. The wellbeing and mental health of all members of the school community is a key priority. School leaders are aware of the demands, of working in such a small school place upon staff. The headteacher consistently reviews the workload of all adults to protect their wellbeing by working with other schools. Governors support the work of the school however do not yet provide challenge for leaders through review and evaluation. Parents express their admiration for the staff who value, care and love their children and help them to achieve individual potential through guidance and support. The flexi school approach means that parents have the structure and support of the school with a good balance of family time. One parent said that the relationships within her family have strengthened by the extra time that siblings have together at home. The leaders have a clear vision of valuing all God's children and use this as a tool for ensuring that all pupils meet their targets and make appropriate progress.

The broad and balanced curriculum is underpinned by Christian values and enhanced with Forest Schools, which widen pupils' horizons and life experiences. The skill of staff using the outdoor environment to support RE teaching has impacted upon pupils understanding of God's beautiful world they are able to appreciate the setting of their school and compare it to other places through the eyes of the creator. The school has also provided a range of opportunities for pupils to attend different places of worship in order to give them a better understanding of cultural diversity. As yet there are no links with other schools to help aid pupils understanding of similarities and differences. Intervention strategies and nurture provision have a significant impact on pupils' learning and particularly those with specific learning challenges so all pupils flourish regardless of their starting point. The use of family learning where the whole school work together on given projects encourages the older pupils to support and guide younger pupils which impacts on strong relationships. There have been no incidences of bullying or any exclusions of pupils as staff provided structured time for pupils to talk through differences and resolve conflict. The children are honest about their uniqueness and celebrate this by talking about belonging to a very special school family.

Collective worship is rooted in the Bible and embraces Christian values alongside the school vision. The use of Godly play is delivered with passion, commitment and an excellent understanding, which encourages pupils to ask big questions. The pupils' input during worship is focused, deep and personal. There are clear plans regarding the focus of worship over the year with quality experiences in place. Since the previous inspection pupils have become more involved in worship sharing opinions, asking questions and responding in a safe environment is embedded. Discussions with pupils reveal that they value worship and many use it as an opportunity to stop, think about their own lives and the lives of others. However, pupils do not always make explicit links between Jesus' teaching through parables about Christian values and the use of them in their own lives. There is little evaluation of collective worship and so its impact upon pupils' and adults' spiritual growth is limited. Currently there is no evidence of prayer or reflection spaces in school for pupils to use and this limits opportunities for personal consideration. The pupils have a good understanding of Trinity and confidently talk about God the Father, God the son and God the Holy Spirit and what this means to them. The school makes good use of the church with support from the foundation governor and the pupils talk with passion about the importance of their church to the life of the school community. This small community has come together to support the school and this has had a positive impact on how the school and church work in partnership.

The RE curriculum is broad, balanced and appropriate and meets the Church of England Statement of Entitlement for RE. It ensures that pupils have good knowledge and understanding of Christianity and other world faiths. Even the youngest pupils are adept at applying religious principles to moral and ethical dilemmas. Pupils report that they 'love RE as they learn through art, music and drama' which clearly gives them a thirst for new knowledge. There is no evidence of assessment in RE to demonstrate pupil achievement at present. The school has used the Understanding Christianity resource to strengthen the curriculum and this has enabled pupils to grow both academically and spiritually. Through the use of 'big questions' pupils are able to talk about the world and their

entitlement to live freely without discrimination. They are also very clear that every child has rights and through pupil voice within school, they know that their opinions are valued by the adults.

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