

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

### Duddon St Peter's Church of England Voluntary Controlled Primary School

<b>Address</b>	Tarporley Road, Duddon, Tarporley, Cheshire, CW6 0EL		
<b>Date of inspection</b>	22/11/2018	<b>Status of school</b>	VC Primary
<b>Diocese / Methodist District</b>	Chester	<b>URN</b>	111281

<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

Duddon St Peter's School is a small primary school of 93 pupils plus 13 children in the Nursery. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages, although the number with educational health care plans is slightly above national averages. The school has a decrease in numbers on roll.

#### The school's Christian vision

The school educates pupils, embedding Christian values in a happy, caring, creative environment. It prioritises close relationships between the school, church and wider community. Children are taught Christian values, to see themselves as part of the school's family, to enable them to flourish and 'be the best they can be'.

#### Key findings

- The school has established a strong vision, 'be the best you can be', which permeates all aspects of school life. What is yet to be developed further, is how the vision is underpinned by the biblical teachings of Jesus.
- Staff and leaders apply the vision to provide a creative curriculum, ensuring all learners' academic and spiritual needs are met. Pupils at this school flourish.
- The school's vision creates an environment which embraces difference, celebrates the talents of each individual and enables pupils to feel valued as one of God's children. Consequently all are treated with dignity and respect.
- Partnerships with the local church are strong and well-established. The relationship with the church is a distinctive feature of the school which is valued by all stakeholders and brings mutual benefits.
- Collective worship is varied, enjoyed by all and generates a strong sense of belonging. However, there is little evaluation of the impact of collective worship.

#### Areas for development

- Strengthen the links between the school's vision and associated values and ensure they are strongly underpinned by biblical teachings so that the distinctive Christian foundation of the school, is evident to all.
- Improve the planning and the evaluation of collective worship. This will allow pupils the opportunity to grow spiritually and for leaders to have a clear understanding of the impact of collective worship.
- Provide planned opportunities for pupils to explore issues of disadvantage, deprivation and exploitation of the natural world. Thus enabling pupils to be inspired to become courageous advocates for change locally, nationally and globally.

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

The school's vision, 'to be the best that you can be', is articulated with passion and practical illustration by all involved with the school. Parents describe how their children are encouraged to be proud of what they achieve, how talents are celebrated and how everyone feels valued. Pupils state, 'we know that as long as you have done your best and tried, that is okay'. The school's vision is long standing and originated from the Bible reference: 'As good stewards of the varied gifts given you by God, let each of us use the gift he has received in service to others' (Peter 1:4). However, this religious underpinning is not well known by pupils, parents or school staff. A distinctive feature and strength of this school is its excellent partnership with the local church. New initiatives, including Thursday café and hosting a toddler group, have brought about mutual benefits for the school, church and local community. Parents describe Reverend Adam as, 'the embodiment of welcoming'.

The school is effective in meeting the academic needs of its pupils ensuring all flourish. Standards are in line with national averages. Leaders also ensure pupils enjoy a creative curriculum where they can each demonstrate their talents. The high quality creative work displayed around the school exemplifies this extremely well. The school, driven by its vision, recognises that each individual is unique and ensures the rounded development of the pupils through academic and spiritual growth. Pupils affirm they are rewarded for behaviour, acts of kindness as well as academic achievements and some children attributed this to Jesus being 'a good person'. In Year 6, pupils enjoy asking big questions and are exploring and articulating spiritual and ethical issues. Leaders and governors have yet to demonstrate how they use ethical arguments to justify making bold curriculum decisions.

The school's vision, is demonstrable in how pupils' make positive choices and 'treat others as they would like to be treated'. Pupils talk about other values, for example caring, which help them make confident choices about how they live and behave, but these are not always Christian values. Pupils, staff and parents talk proudly of the charities they support. However, there are few planned opportunities for pupils to discuss and develop their understanding of disadvantage, deprivation and the exploitation of the natural world. Pupils are not yet clear how the fundraising and partnerships reflect the school's vision. The school has yet to develop links globally and inspire pupils to choose their own social action projects.

Behaviour and relationships are a strength of the school. Staff support and encourage pupils to seek forgiveness and reconciliation, but these processes are not formally documented in the behaviour policy. Staff describe the school community, 'as their family and friends'. They describe how their views are heard and listened to and they attribute this to the vision, leadership and governance of the school. Consequently staff at this school flourish. Pupils are very well supported in their emotional and mental well-being. Parents state the school's vision of valuing each individual, is the reason why their children are, 'happy and healthy both mentally and physically'.

There is a real welcoming culture at this school, where pupils and adults are treated with dignity and respect consequently all pupils flourish. Pupils say, 'adults at this school, really respect you'. Parents also validate this view, 'everyone is respected and valued as an individual'. The school has little diversity within its own community, but through the curriculum, pupils are beginning to develop an awareness and understanding of different cultures and how to celebrate and respect this.

Collective worship offers the opportunity without compulsion to pupils and adults, to grow spiritually through experiences of prayer, stillness, worship and reflection. Pupils lead prayers confidently but prayer is not yet a natural part of the school's culture. Whilst each classroom and the hall have a prayer or reflective space these areas are not well used. Consequently, pupils do not talk about the value of prayer and how being still and reflective in their own lives can be helpful. Collective worship is varied and brings the school community together. Music is linked purposefully to the theme and pupils sing with joy. Other Anglican traditions are not always incorporated into worship and pupils are not clear of the central importance of the Eucharist. The local church community is regularly involved in the collective worship of the school and this contribution and encouragement is highly valued by all. Pupils are beginning to develop an awareness of the Trinitarian nature of God and this is creatively displayed in the school hall. Planning for worship is not cohesive or progressive enough and is in its early stages of involving

pupils. Evaluation, by the leader of the worship, is beginning to take place. However, leaders and governors do not yet have a clear understanding of the impact of collective worship on pupils and adults. The school has begun to address the recommendations from the previous SIAMS inspection.

Curriculum planning for religious education (RE) is based on the locally agreed syllabus. The school is at the early stages of its implementation but is beginning to develop age appropriate skills of enquiry, critical analysis and interpretation. Pupils have an understanding of Christianity but their understanding of this as a living world faith is yet to be developed. Pupils are taught about a range of religions and parents report they value this understanding and insight to world faiths. Pupils say they enjoy RE and that they feel safe to discuss religious and spiritual ideas: 'there are no right or wrong answers, just what you believe'. RE meets the statutory obligations outlined in the Church of England Statement of Entitlement.

Headteacher	Paul Hudson
Inspector's name and number	Pamela Hartley
Quality assurance	Marcia Headon 761