

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crich Church of England Infant School

Address	Bowns Hill, Crich, Matlock, Derbyshire, DE4 5DG		
Date of inspection	11 February 2020	Status of school	Voluntary controlled infant
Diocese	Derby	URN	112867

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

Crich Church of England School is an infant school with 57 pupils on roll. The majority of pupils are of White British heritage. No 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. The headteacher has been in post for twelve years. The school was inspected by Ofsted in 2017 and was judged to be 'Good'. Pupil numbers have steadily increased over the years and a large proportion of pupils come from outside the catchment area.

The school's Christian vision

The achievement of the highest possible standards by all of our children within a friendly secure and Christian environment where everyone is valued and encouraged to reach their full potential.

'Caring, sharing and praying together'.

This vision is linked to the story of the Good Samaritan.

Key findings

- The vision, which is biblically underpinned through the parable of the Good Samaritan, impacts positively on all members of the school community and is lived out daily.
- Pupils benefit from a variety of spiritual opportunities. However, there is no whole school shared understanding of spirituality.
- Pupils engage enthusiastically in collective worship, but pupils do not actively lead worship.
- The strong Christian vision is lived out through secure partnerships with the church and wider community.
- Religious education (RE) is given high priority on the school improvement plan and some assessment is in place. However, RE assessment is not sufficiently rigorous.

Areas for development

- Ensure pupils have regular occasions when they plan, lead and evaluate whole acts of collective worship.
- Develop a shared understanding of spirituality and use it to plan for spiritual development across the curriculum.
- Refine and enhance the RE assessment system so that pupils can be tracked and teaching and learning is specifically tailored to individual needs

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

Crich Church of England Infant School has developed a Christian vision which is clearly lived out by all members of the school community. The parable of the Good Samaritan is used as an example of being welcoming, kind and loving to all pupils regardless of background, faith, disability or ethnicity. Pupils, staff and governors can all articulate the connection with this biblical text. They give examples of how the vision has helped to shape policies and practice using the guidance document, 'Valuing All God's Children'. Governors have developed a buddy or coaching system where all governors, especially new governors, are welcomed and supported in their role. This helps with succession planning and means that all governors have a good understanding of the Christian distinctiveness of the school. RE has a high priority on the school improvement plan. This is carefully monitored by governors ensuring the school is well led and managed. The headteacher and staff live out the vision on a daily basis. The headteacher is always visible and accessible to parents who often approach the school with a range of issues.

The school's vision to ensure the highest possible standard of achievement is reflected in their broad and balanced curriculum. Pupils have the opportunity to experience a range of learning activities which ensure the rounded development of the whole child. Pupils are taught in small discrete year groups enabling teachers to have a good understanding of each pupil's individual needs. The development of outdoor learning has been a strong focus for the school, driven by the Christian vision. Outdoor space is tight, however this has been developed well allowing pupils to engage in a range of activities. Spiritual development is evident throughout the school and children are regularly encouraged to reflect. The outdoor space and forest school area are also well used for reflection and spiritual development. However, the school does not have a whole school understanding of spirituality. This means that opportunities to develop spirituality are missed. Academic progress is in line with the national averages. Pupils are rigorously tracked and progress is good for all groups, reflecting the school's vision for the highest possible standards for each individual.

The vision supports the moral development of all pupils. This is made explicit through biblical stories such as parables and the teachings of Jesus. Leaders in the school have ensured that pupils have curriculum opportunities to investigate local and world issues. Pupils are encouraged to develop curiosity through questioning and exploration of ethical issues and this has led to a range of social action projects. The whole school community, including the church, are deeply supportive of these. A key focus for the school has been sustainability rather than raising money alone. Pupils talk enthusiastically about farm animals and equipment that have been purchased for farmers in Africa. Pupils are able to challenge injustice and inequality. With their teachers' support they seek to make a difference by raising money for local concerns or by making the whole school community aware.

The Christian vision and associated values ensure that relationships between all members of the school community are supportive. The school's behaviour policy is explicit in its expectations about making the right choices. The school has established 'golden rules' which are founded in the parable of the Good Samaritan and these help to guide pupils in their actions. Personal, social, health, citizenship education (PSHCE) and the teaching of British values provide opportunities for pupils to explore different points of view. In addition, they help pupils accept that other people may have a different opinion. Pupils behave well and there are very few incidents of bullying at the school. The Christian vision ensures that positive mental health and wellbeing is promoted through PSHCE and the wider curriculum. Teachers and staff are supportive of one another and are confident to express their views and concerns when necessary. The vision is lived out daily by the headteacher who has the responsibility to support the mental health and wellbeing of the staff. This is given a high priority and is implemented formally through performance management reviews. The Christian ethos of the school means that staff are given opportunities to participate in decision making. Opinions and ideas from all members of the school community are valued by leaders, showing a commitment to 'caring, sharing and praying together'.

Collective worship is invitational and engaging for pupils and staff. Leaders have ensured that the vision is clearly expressed through a multifaceted approach with a common theme. Each day is structured differently to meet pupils varying learning styles. Pupils regularly experience visitors including the local vicar and pastor. The

decision to hold worship early in the morning ensures the message is acted upon during the day, reinforcing the vision. Spirituality is developed through reflection, prayer, stillness and worship. Pupils have a good knowledge of Bible stories and the teaching of Jesus. They are able to make links with parables and modern day life. One pupil said, 'It doesn't matter if you are different or if you don't know someone, you can still help other people.' Pupils greet each other during worship and participate in the blessing at the end. Collective worship is often used as a driving force to raise awareness of world issues. Pupils are inspired and motivated to take actions, however pupils do not have the opportunity to lead worship.

The school's Christian vision is expressed through the teaching of RE. Teachers plan and deliver a range of engaging lessons incorporating festivals from various faiths. Pupils regularly engage with biblical texts and are given the opportunity to develop enquiry, critical analysis and interpretational skills. This is evident in pupils' books. Pupils are confident in discussing their views and they have a good understanding of a range of faiths including Christianity. The use of class RE journals has been recently introduced to all classes. This encapsulates skills and knowledge taught over the year, showing a commitment to high standards. RE assessment takes place across the school, however this is not rigorous. The headteacher, who is also the RE subject leader, regularly shares good practice across the school. RE lessons have been well modelled for new members of staff and useful subject specific criteria have been set for RE lessons. Leaders ensure that the headteacher regularly undertakes effective professional development. This is provided by the diocese and is disseminated to all staff.

Headteacher	Julie Kirk
Inspector's name and number	Sarah Briggs 958