

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cromford Church of England Primary School			
Address	North Street, Cromford, Matlock		
Date of inspection	14 November 2019	Status of school	Voluntary controlled primary
Diocese District	Derby	URN	112840

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

Cromford Church of England Primary School has 81 pupils on roll. The majority are of White British heritage and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is just above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The headteacher has been in post for nine years and the school has grown in size since the last SIAMS inspection from 41 to 81 pupils. Therefore new members of staff have been appointed. The school was judged to be Good by Ofsted in 2017.

The school's Christian vision

'We are a creative, caring Church of England Primary School that provides an all-round education of the highest quality for each and every child. In partnership with families, we nurture self-belief and inspire a love of learning, encouraging all to become successful, able and responsible members of the community.'

'Learn, aspire and achieve in a caring Christian environment.'

Key findings

- The vision, which is biblically underpinned through the parable of The Lost Sheep, clearly impacts positively on all members of the school community and is lived out daily.
- Strong leadership enables staff at all levels to have an up to date working knowledge of the school as a church school.
- Pupils benefit from a variety of spiritual opportunities, however there is no whole school understanding of spirituality.
- Religious education (RE) enables children to develop a range of enquiry based skills. However, RE assessment is insufficiently developed.
- Older children engage enthusiastically in leading themed collective worship, however this is not fully embedded.

Areas for development

- Develop a whole school understanding of spirituality to enhance pupils' spiritual development.
- Refine and enhance the religious education assessment system so that pupils can be carefully tracked.
- Further develop the themed collective worship led by the pupils so that this is fully embedded.

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

Cromford Church of England Primary School has developed a Christian vision which is clearly articulated and lived out by all members of the school community. The parable of 'the lost sheep' has been carefully chosen and truly reflects the school vision of being welcoming to all pupils including those with disabilities and learning difficulties. The dedicated headteacher goes the extra mile to ensure that the significant proportion of pupils with special educational needs and/or a disability (SEND) and the disadvantaged are fully included in all aspects of school life. This is clearly articulated by parents and one parent stated, 'My child was that lost sheep.'

Policies and plans reflect the school's vision of looking after all children as the shepherd looked after all his sheep. Addressing emotional needs as well as addressing educational needs ensures pupils flourish and are nurtured. The relationship between school and church is a strong and sustainable partnership that lives out the vision and provides enriching opportunities to enhance pupils' learning. An example is the excellent work the school and church do to support pupils. Whole school themed days have been used to develop a deeper understanding of harvest, Christmas and Easter. Members of the church community plan and deliver interactive workshops where pupils experience stories, prayer and worship through drama and art. The school's curriculum is broad and balanced and reflects the needs of its varying pupils. The vision strongly impacts on both the curriculum and extra-curricular activities, ensuring that all pupils are inspired, included and cared for.

Dedicated governors and past parents continue to support the school with its Christian vision of nurturing self-belief and encouraging all pupils to be respectful. Hearing pupils read and running a variety of after school clubs has had a positive impact. Clubs are well attended and highly valued by the pupils. Spiritual development is evident throughout the school and children are regularly encouraged to reflect. Each class has its own reflective space with a range of artefacts, books and prompts which are age appropriate. These areas are well used by the pupils. The outdoor space and forest school area is also used for reflection and spiritual development. There is no whole school understanding of spirituality. Academic progress varies from year to year due to the small year groups and the significant proportion of SEND pupils. Pupils are rigorously tracked and progress is good for all groups.

A respect for difference, diversity and ways of living is built into the RE curriculum and underpins the school's vision of including and welcoming everyone. All pupils in the school take part in a faith trail which involves visiting other places of worship. Pupils can clearly articulate the importance of this in living together harmoniously. Displays around school show how this visit positively impacted on the pupils. RE lessons facilitate curiosity through questioning and exploration of ethical issues. This has led to charity partnerships and raising awareness of world issues. The school and church work closely together to enable the pupils to take part in a range of social action projects. These have included knitting patchwork squares with members of the church community to be sent to India and taking part in the Shoebox appeal.

RE is effective in ensuring that the school's Christian vision is expressed. Teachers plan engaging and exciting lessons which regularly incorporate Bible stories. Lessons are planned to develop a range of enquiry, critical analysis and interpretation skills. These are clearly evident in pupil's books. Pupils are confident in discussing their views and they are able to make connections to Christianity as a modern living world faith. RE is well led and managed. The use of a class RE journal has been recently introduced to the reception and year 1 class. This encapsulates skills and knowledge taught

over the year. The RE subject leader regularly shares good practice across the school and reports to the governing body. However, the RE assessment system is insufficiently rigorous.

The Christian vision and associated value of respect and treating everyone as an individual ensures that relationships at all levels are supportive. Older children act as buddies for younger children and play an important part in modelling good behaviour and living out the school vision. A number of pupils at risk of permanent exclusion have stayed in school due to positive interventions which ensure that these children's needs are met. Pupils behave well and there are few incidents of bullying at the school. Governors talk highly of how staff deal with challenging behaviour and it is evident that pupils have respect for one another and adults. Every member of the school community is valued and makes a positive contribution to school decisions. Pupils, staff, governors, parents, clergy and volunteers clearly articulate this. All staff, including new staff members and governors, are fully supported in their role. Staff have a clear understanding of church school education due to regular school training and training by the diocese.

Collective worship is invitational and enables all pupils and adults to flourish. Pupils have the opportunity to experience prayer, stillness, worship and reflection through a variety of experiences including visits to the church, family worship and pupil led worship. Older pupils have begun to work closely with the vicar in planning and leading themed collective worships. Pupils select music, write power points and lead questioning. Pupils are very proud to take part in this, being excellent role models for the rest of the school. Pupil led worship is not fully embedded in the life of the school. The school uses prayer effectively to think about local needs and families. The value of prayer both in and out of school is clearly articulated by pupils. For example one pupil said, 'When I am sad I can talk to God.' Pupils regularly encounter the teachings of Jesus and the Bible and they have a good knowledge of these stories. All pupils could recall the parable of the lost sheep and clearly understood the meaning and connection with the school vision. Collective worship is supported well by the clergy and regular visits are made by the vicar from the Anglican church and the minister from the Methodist church.

Headteacher	Liz Foster
Inspector's name and number	Sarah Briggs 958