

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

Taddington and Priestcliffe School			
Address	School Lane, Taddington, Nr Buxton, Derbyshire SK17 9TW		
Date of inspection	19 November 2019	Status of school	Voluntary aided primary
Diocese	Derby	URN	112892

<b>Overall Judgement</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>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	The impact of collective worship	<b>Grade</b>	<b>Excellent</b>
	The effectiveness of religious education (RE)	<b>Grade</b>	<b>Excellent</b>

### School context

Taddington and Priestcliffe is a small primary school with 46 pupils on roll. All pupils are of White British heritage. No pupils who 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 a diagnosed special educational need and/or disability is below the national average. However, many pupils are on the school's inclusion register pending further investigation. The school was graded good by OFSTED in 2018. A new headteacher was appointed in May 2019.

### The school's Christian vision

'We care about each other'.

Because Jesus said, 'This is my commandment, that you love one another as I have loved you' (John 15:12).

We broaden horizons and achieve our all-round potential while believing that everyone is unique, everyone is valued and everyone is loved. We are inspired by this. Our vision is lived out every day.

### Key findings

- Building on very secure foundations, the innovative new headteacher along with the staff, has developed the school Christian vision and values, which are biblically and theologically based. These successfully drive developments, making an exceptional impact on school life and have proven inspirational to all involved.
- The whole staff team creates an exceptionally strong learning community in which all positively flourish, with bold decisions made to ensure the development and progress of every individual pupil.
- Collective worship is at the heart of the school. It enables those involved to flourish both spiritually and theologically.
- Religious education (RE) within the school is very well planned and taught, resulting in pupils who are invigorated and thoroughly enjoy the subject. RE and collective worship are both extremely well led and managed by the co-ordinator.

### Areas for development

- Ensure pupils participate in more global citizenship activities, becoming articulate advocates for change.
- Continue to embed the success of recent initiatives in order to ensure their continued impact.

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 distinctively Christian vision of the school, firmly grounded in theology, is the driving force behind everything it does. Leaders, including governors, passionately articulate how the vision shapes every aspect of school life. Governors are rigorous in their monitoring all aspects of school life including the impact of the vision, speaking in terms of 'passion from the top'. The Christian foundation of the school has been the guiding factor in some very bold decisions made by leadership regarding pupils. The ethos is shared, understood and inspires both adults and children. Parents are thrilled that their children speak in terms of the school Christian values at home. Pupils are able to articulate what it means for them to live those values out both in and out of school. The way in which the ethos underpins everything results in an inclusive and transformative establishment, where everyone is respected and loved as an individual. The creative and innovative changes by the relatively new headteacher have been sensitively and thoughtfully introduced, taking everyone along. These have built on very secure Christian foundations so have had incredibly significant impact on all those involved.

The rich, enquiry led curriculum reflects and enhances the Christian foundation of the school, allowing all staff and pupils to develop academically, personally and spiritually. Curiosity, questioning and resilience are actively encouraged by all staff which is resulting in pupils who are developing into incredibly independent, self-motivated and mature learners. Pupils are able to ask 'big questions', give their opinions and speak openly, whilst respecting the feelings of others. Pupils make very good progress but the small cohort size makes drawing conclusions from results difficult. Religious education (RE) plays a central part in the life of the school and is extremely well led and managed. The excellent results from some recent developments in approach are leading some changes in teaching and learning right across the curriculum. These very positive changes have resulted from the introduction of the 'Understanding Christianity' materials, which both staff and pupils are inspired by. Pupils are challenged and enjoy opportunities to encounter other world views alongside Christianity.

The relationships in the school are exemplary. Pupils and adults respect one another and care deeply for each other. The staff team work incredibly hard and work very closely together. They ensure that there is a shared understanding and promotion of the Christian values driving everything happening within the school. Everyone flourishes because they are treated with the greatest of dignity and respect and they feel highly valued as individuals. Staff's knowledge of the pupils results in pupils who are actively encouraged to reach their full potential as children of God. Pupils speak with a deep knowledge and understanding about 'our Bible story, the good shepherd' as an excellent demonstration of how 'we care about each other'. The creative work undertaken to establish a clear understanding of the story and how the message can be lived out, has been very effective. This has resulted in pupils being able to articulate in depth the message and how it affects their lives both in and beyond school. A parent commented, 'My child often asks, 'What would Jesus do?' when they are trying to decide'. Love, care and respect are actively encouraged with the support and strength gained from John 15 verse 12. This is a reflection of the way that all involved are inspired by the school vision and can articulate what it means to be part of God's family.

The school's vision, values and curriculum ensure that pupils all understand the need to respect others. Pupils behave exceptionally well, are caring and considerate and they enjoy coming to school. Pupils say that they are proud to be part of the school community. There is a very clear understanding of forgiveness and being offered second chances. Pupils and staff demonstrate very high levels of mutual respect. Pupils can articulate the impact of issues and are advocates of change with thoughtful and considerate choices of local and national charities. Pupils are very keen to initiate fundraising activities. The wellbeing of staff and pupils is central to the success of the school and the relationships observed within the school are outstanding. Responsibilities are taken very seriously by pupils, who are encouraged to become ambassadors for a range of areas. This is resulting in pupils who are compassionate and resourceful. Parents say, 'with the new values about the vision, the school has really taken a step further'.

Collective worship is at the heart of the school with the Christian vision and distinctiveness being enhanced and embedded there. Classroom worship or 'collective reflective' is enabling staff and pupils to dig deeper into the meaning of the worship, reflecting on what it means at an age appropriate level. These opportunities are greatly enhancing the spiritual experiences from collective worship. Worship is extremely well led and managed, resulting in a coherent and thoughtful programme delivered in a creative and engaging way. Pupils and

staff are inspired in their spiritual journey. Elements of liturgy are used to great effect. All involved are developing and growing through the worship experience. Prayer plays a central role in school life, with pupils writing and delivering their own. Invitational and thoughtful prayer punctuates the school day. There is an understanding of the Trinity, symbolised in the opening of worship and three candles being lit. Pupils and parents thoroughly enjoy coming together to worship in the church on a regular basis. Elements of these services are expertly planned and delivered by pupils, who highly value the experience. Though there is currently no priest, these links with St Michael and All Angels Church are being effectively maintained. Parents agree that these links are enhancing the Christian distinctiveness of the school.

Recent developments and initiatives have had a massive impact in a relatively short space of time because they are building on such secure and sound Christian foundations. There is an acknowledgment that time is needed to further embed some elements but there is agreement from all involved that the school has moved on significantly recently, due to the outstanding and innovative leadership of the new headteacher.



**The effectiveness of RE is Excellent**

Teaching is of a very high standard as teachers are very well supported. The growth in the knowledge and understanding of religious themes is very clear as pupils move through school. Assessment is being used very effectively to inform developments and demonstrate pupil progress. The introduction of the 'Understanding Christianity' materials is significantly enhancing the experience for both staff and pupils. The impact of this is being carefully monitored by the coordinator.

Headteacher	James Handley
Inspector's name and number	Louise Patterson (310)