

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Charlesworth Voluntary Controlled Primary School

Long Lane,
Charlesworth,
Glossop, Derbyshire
SK13 5ET

Current SIAMS inspection grade	Good
Diocese	Derby
Previous SIAMS inspection grade	Good
Local authority	Derbyshire
Date of inspection	9 February 2017
Date of last inspection	20 January 2012
Type of school and unique reference number	112877
Headteacher	Neil Flint
Inspector's name and number	Louise Patterson (310)

School context

Charlesworth Voluntary Controlled school is a small inter-denominational primary school with 98 pupils currently on roll. Children are drawn from the village and the surrounding area. Pupils are mostly of white British heritage and from varied socio-economic backgrounds. The school occupies two sites which are a short walk apart but are separated by a busy main road. Children are taught in four mixed age classes. The number of pupils eligible for pupil premium is below average and those supported through school support is above average. The current headteacher has been in post since September 2014 and the chair of governors since 2015.

The distinctiveness and effectiveness of Charlesworth Voluntary Controlled as a Church of England school are good.

- Relationships throughout school are good, founded upon the values of love, trust and understanding.
- There are productive and mutually supportive links with all denominations surrounding the school.
- Pupils are well behaved, articulate and welcome the 'challenges to achieve their God-given potential'.
- The school has a clear and accurate picture of itself as a church school. The areas it has highlighted for development are appropriate and the judgements it has made were confirmed during the inspection.

Areas to improve

- Introduce the monitoring and evaluation of the impact of the Christian foundation of the school and collective worship on pupils and staff to enable informed future development.
- Involve pupils, especially the Church Council, in the planning and delivery of collective worship on a regular basis.
- Develop an effective induction process for staff to enable a clear understanding of the Christian multi-denominational nature of the school and all that involves.

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

The school ethos and treatment of every child as an individual and the quality of the relationships demonstrate that the life and work of the school is firmly rooted in Christian values. The school is making great efforts to challenge pupils to achieve their 'God-given potential'. Pupils are given a range of opportunities both within the classroom and outside which enable them to reflect and ask questions in a safe and caring environment. The development of outdoor learning and experience is having a very positive impact. This includes the development of a spiritual space for further reflection and prayer. The results of this are evident in the quality of care and respect for each other and the good behaviour of pupils. Pupils are able to articulate what it means for them to go to a church school, saying such things as 'God is in all of us so must definitely be in our school' and 'we like to worship God and Jesus'. Data confirms that pupil attainment is slightly below national averages, but the additional input given to certain groups of pupils is a reflection of the support for children of all abilities and the teachers' commitment to the school as a caring, inclusive school. Pupils are developing into well rounded, caring and morally grounded individuals through the priority placed on spiritual, moral, social and cultural development. The development of global awareness through the charity work undertaken enables pupils to further understand a range of backgrounds. This includes the sponsorship of a child in India and the development of links with the Church of Uganda Children Ministry. Both of these organisations have visited the school to raise awareness which has resulted in pupils being more eager to support their work. Pupils are keen to achieve and work hard as a result of the good range of rewards, not only for achievement but also for behaviour and thought for others. Pupils say that they feel safe and well cared for, which contributes to the above average attendance. There are high expectations for behaviour, care and love, with staff acting as good role models. Staff consistently demonstrate that they care for pupils in the school both in the classroom and outside. This results in pupils who are well behaved and have a positive attitude towards school. They engage readily with the learning process and are generally keen to come to school. Religious education within the school is enabling pupils to have a deeper understanding of, not only Christianity, but also other world faiths. The school leadership, including governors, review and evaluate the subject and the impact it has on pupils. The subject makes a contribution to the school as a Christian community, with pupils equipped to question and make more informed decisions about faith. The school has a multi-denominational foundation and pupils visit all of the places of worship for the major festivals. As a result the pupils have an understanding of the nature and relevance of worship in all three denominations. There is significant mutual support between the school and the denominations represented including a member of each on the governing body. Parents speak quite highly of the school as a church school. They say such things as, 'assemblies are based on Christianity' and that their children talk about songs and prayers from school at home. The Christian character of the school is not yet outstanding because some pupils found it difficult to articulate what the distinctively Christian characteristics of the school are, they were not passionate about the spiritual opportunities afforded to them and the nature of the school is not effectively monitored with a view to informing future developments.

The impact of collective worship on the school community is good.

The Christian foundation of the school is being well reflected in collective worship and it is enabling both staff and students to develop a sense of community and Christian fellowship. Staff regularly attend worship. There are opportunities for the development of the spiritual dimension within worship with singing, prayer and periods of quiet reflection being in evidence. A pupil commented that 'it's a time to reflect and relax'. The opportunities are taken up with some enthusiasm, with all involved demonstrating a knowledge of the school creed. Pupils have an understanding that the teachings of Jesus are taught in worship and lived out through their behaviour towards others and the choices they make. These teachings are regularly reinforced through the appropriate use of Biblical content. As a pupil commented 'it's nice to be able to think about the Bible stories'. Pupils and staff are fully engaged in the worship and clearly enjoy the experience, especially the active songs used. Prayer is a regular feature of the school day, with pupils having some understanding what prayer is. Grace is said before lunch and also an end of day prayer is said. A year 1 pupil said that 'it is just talking to God'. All staff deliver worship and though there is a Church Council of pupils, pupils are not sufficiently involved in the planning and delivery of worship and they said that they would welcome the opportunity to both plan and lead worship in the future. Visitors from a range of denominations deliver worship which pupils greatly enjoy and is widening the Christian experience within the school. They say that they enjoy the worship visitors deliver and 'it helps us to remember'. There is some understanding of the concept of the elements of the Trinity within worship. Christian worship is well planned by the co-ordinator based on the Values for Life programme. There is currently no assessment by the school of the impact of worship on staff or pupils to inform future developments.

The effectiveness of the leadership and management of the school as a church school is good.

This good church school is a success due to the committed Christian leadership and management of the

headteacher and governors. The Christian vision of the school is somewhat promoted through the prospectus and website, with the school acknowledging the multi-denominational nature of its foundation as a consideration in this. Public documentation does make it clear that Christianity underpins the life of the school resulting in an ethos of care, love and respect. However, the prospectus and website give little indication of the centrality of collective worship and RE to school life. A good working team spirit has developed over recent years with everyone actively contributing of the church school ethos. The school has effectively introduced 'Attachment Awareness' throughout school to encourage wellbeing and emotional security. There is an understanding that new staff need to be fully aware of the Christian and multi-denominational nature of the school but to date there is no induction process to enable this effectively. There are mutually beneficial links with all three denominations within the school and there are good links with the diocese. The churches are encouraged to actively participate in many aspects of school life resulting in raising of awareness of their work and place in the Christian life of the village. All these links serve to enhance the Christian multi-denominational nature of the school. The school sees itself as a Christian place of education which is central to the community. Parents are kept well informed and greatly appreciate the effective 'open door' policy of the school saying that whenever there is an issue they are 'welcomed to come to school to discuss it'. Pupils say that they have a voice which is heard with both individuals and the various school groups having their comments taken seriously. Ideas from pupils are put in the suggestion box and these are discussed when the school assembles on a regular basis. The school generally knows itself well with some accurate self-evaluation taking place. The areas they have highlighted are entirely appropriate to enable the school's further development. There has been some progress in the areas for development from the previous denominational inspection. Foundation governors now meet annually with the school leadership to monitor and evaluate the church school development plans and pupils are developing a deeper understanding of their place in national and global communities especially through the charity work they undertake and multi-faith religious education within the school. The development of the leadership of pupils in collective worship remains as an area for development. The school meets the statutory requirements in both RE and collective worship. Governors are effectively acting as critical friends and are acutely aware of their role as leaders of a church school. The school is well placed to move forward within its Christian foundation.

SIAMS report [February 2017] [Charlesworth VC Primary School, Glossop] [SK13 5ET]