

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stoney Middleton C of E (C) Primary School			
Address	High Street, Stoney Middleton, Hope Valley, Derbyshire, S32 4TL		
Date of inspection	05 December 2019	Status of school	Voluntary controlled primary
Diocese	Derby	URN	112858

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

Stoney Middleton is a very small primary school with 19 pupils on roll, of whom 60% are from outside the catchment area. Due to flexible part time arrangements, only 10 pupils currently attend full time. All pupils are of White British heritage and none speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is slightly above national averages. The proportion of pupils who have special educational needs and/or disabilities is significantly above national averages. The school has had many changes in leadership and staffing since the last inspection. The school is currently working with a federation and is sharing leadership across three schools.

The school's Christian vision

As a school we aim to put the love of God into practice within our school and village community, through our care of each individual, in the manner of the Good Samaritan as told by Jesus in his parable. 'Walk in love' Ephesians 5:2

Key findings

- The whole life and work of Stoney Middleton School is underpinned by high levels of care, encouragement and kindness. Inclusion and nurture are integral to the school's shared Christian vision.
- Pupils live out the vision and values through care for each other and support for charities. The scope for pupils themselves to identify injustices and inequalities that they want to address is not fully developed.
- Individual needs are met effectively, including through the promotion of mental health, social and emotional development. This often makes a profound difference to pupils who have previously struggled to engage with education.
- Collective worship is valued by the whole school community because it strongly supports pupils' spiritual development and ensures the vision and values are lived out consistently. Opportunities for spiritual development are less well developed across the curriculum.
- Through effective religious education (RE), pupils have a secure understanding of Christianity and other religions. Sufficient focus is not given to exploring and questioning more deeply and developing key skills.

Areas for development

- Extend opportunities for spiritual development offered in collective worship across the school day, so that pupils are empowered to explore the spiritual and ethical dimension across the whole curriculum.
- Embed the enquiry-based approach to RE to develop age-appropriate skills of enquiry, critical analysis and interpretation.
- Support pupils' engagement in social action projects, including those they themselves have identified, so that their understanding goes beyond compassion to a tangible concern for justice.

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

Stoney Middleton's vision of 'walk in love' flows naturally from, and is clearly attributed to, the parable told by Jesus of the Good Samaritan. This recently established vision of love and care impacts strongly because it is inclusive and aspirational and deeply rooted in the school's local context. This was borne out by a parent, who noted, 'this church school truly delivers Christianity in action through kindness and love in the truest way.' Repeated changes to school leadership over recent years have reduced the school's capacity to sustain improvements. The school is currently collaborating with The Woodlands Federation, giving wider development opportunities for both pupils and staff. Staff at Stoney Middleton feel valued and supported and are offered appropriate opportunities for their professional development, including as future leaders of church schools. The whole staff team share the school vision. They are working collaboratively to meet the pupil's needs effectively as an outworking of the school vision. As the head teacher declared, 'at Stoney, we love, nurture and treat everyone as an individual. That is who we are.' Through planned visits, governors have a clear understanding of the strengths and areas for development of this church school. Opportunities for staff and governors to contribute meaningfully to the self-evaluation process, however, are currently limited. All areas for development from the previous inspection have been fully met.

As a clear outworking of the school vision of love and care, the school is proactive in meeting the needs of its most vulnerable pupils. This includes a very high proportion of pupils who are offered flexible timetables. As a consequence, a number of pupils who have struggled significantly in other settings are beginning to flourish. All pupils, regardless of gender, race or background are nurtured and challenged to be the best they can be. A parent observed, 'this school goes above and beyond in thinking out of the box of how to best meet my child's needs.' Provision is highly inclusive, with a sustained focus on individual nurture and support. Pupils are offered a personalised curriculum that seeks to meet their needs as a whole child in a supportive environment. Whilst there are opportunities within school that support pupils' spiritual development, the school lacks clarity on what spiritual development really means for them. As a consequence, full advantage is not taken of opportunities that arise across the curriculum for pupils to question and explore spirituality.

The school Christian vision is lived out through the tangible care that pervades the whole school community, driven through a culture of mutual support amongst staff. Pupils are respectful of each other and adults. They are empowered to be the individuals they are created to be without fear of prejudice. Regular opportunities to explore big questions through the 'Picture News' resource is beginning to give pupils a wider global understanding. Early steps have been taken towards establishing a link with a school in Kenya, although it is currently minimal. Pupils enjoy supporting a range of charities and local initiatives. They show care and compassion across all aspects of school life and beyond. Opportunities to meaningfully challenge inequality and demonstrate a concern for justice are not well developed.

Mental health and wellbeing of pupils and adults is given high priority as an outworking of the Christian vision to 'walk in love'. The pupils understand what factors affect mental health and encourage each other to consider their feelings and emotions. Examples of this are a much valued feeling box, an emoji display created by a child, and a project on starving anxiety gremlins. Staff know pupils exceptionally well and work alongside parents to meet pupils' needs. Pupils value the school's fair and consistent behaviour system, acknowledging the difference that the vision and values make to their attitudes and behaviour. Pupils care for and support each other with kindness. However, the school behaviour policy lacks a clear focus on forgiveness and reconciliation. Stoney Middleton School inclusively welcomes all with dignity and respect, as precious children of God. Through regular visits to the Derby Open Centre, pupils demonstrate respect and appreciation for difference and diversity. As a child said, 'we want to learn about what other people think and believe so that we can understand them and love them.' As a consequence, pupils are keenly aware of the importance of respect for difference and diversity, as well as special educational needs.

Collective worship is valued as central to school life. This means that pupils and staff grow spiritually, reflecting on the school's Christian vision and values. All staff participate in worship at some point during the week and feel cared for and valued as part of the school community. Key enquiry questions help pupils develop spirituality

and understand their place in the world. Pupils enjoy leading greetings at the start of worship and all have regular opportunity to participate actively. Opportunities for prayer and reflection are given high status and are embedded across school life. Through collective worship and RE, pupils have a clear understanding of the trinitarian nature of God. Fortnightly collective worship in church is well supported by parents and the wider community. Pupils regularly consider 'what would Jesus do?' helping them to see how messages in collective worship are relevant to their daily lives.

RE lessons build effectively on previous learning. They are active and creative and are becoming more enquiry led over time. There are insufficient opportunities for pupils to develop and apply age appropriate skills of enquiry, critical analysis and interpretation. Opportunities to live out what they have learned make RE relevant to pupils. As an example, pupils identified 40 acts of kindness that they could engage with during Lent. A member of a local church organisation supports the teaching of RE alongside his usual collective worship commitments. This has supported the pupils in seeing the 'big picture' of the Bible and has considerably increased their understanding. Pupils are knowledgeable and respectful of a range of religions and world views. At a recent joint RE day with the Woodland federation, pupils strengthened their understanding of Christian tradition through exploring Christingles. Good practice is shared across the three schools through a shared RE coordinator, based at Stoney Middleton.

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