

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Peak Forest Church of England Voluntary Controlled Church of England Primary School

Vision

The Woodland Federation aims to create a safe, supportive and stimulating environment in which pupils are enthused about learning. We want our children to be SMILERS; healthy, happy and hungry to learn.

‘Training up a child in the way he should go and when he is old, he will not depart from it.’ (Proverbs 22:6)

Strengths

- Leaders understand their community well and have developed a Christian Vision which means that pupils and adults are able to flourish.
- Relationships reflect the vision. Individuals are known and cared for. Pupils grow academically, socially and emotionally. Staff flourish professionally and personally.
- Pupils and adults benefit from the strong partnerships and positive working relationship with the Woodland Federation of Peak District Schools. This both enhances and enriches the school’s curriculum, allowing the pupils and adults of Peak Forest to flourish in all settings.
- Collective Worship affirms the school’s vision. It embraces the fellowship of the Woodland Federation and is inclusive and invitational. There is a rich blend of content that enables pupils and adults to flourish spiritually.
- Effective leadership of religious education (RE) has established a well-sequenced and balanced RE curriculum and ensures that staff are well-supported in its delivery.

Development Points

- Strengthen opportunities within the curriculum to embed the language of spirituality. This is to enhance and enrich spiritual flourishing.
- Ensure that governors monitor and evaluate the impact of the Christian vision across the whole school. This is so that they play a greater role in evaluating the impact of the strategic direction of the school.



Inspection Findings

With a desire for everyone to be SMILERS, leaders have created a school community which embodies their Christian vision. SMILERS are children and adults who demonstrate the school's Christian values. Staff at Peak Forest confidently articulate the impact of the deeply embedded vision. The vision is rooted in Proverbs 22:6, which is a reference of historic significance across The Woodland Federation of Peak District Schools, as the verse is inscribed in the brickwork of one of the schools. Through the federation-wide vision for pupils to be 'healthy, happy and hungry to learn,' pupils are known and nurtured. Pupils want to be SMILERS. They show respect for one another and consequently, pupils behave well and relationships are a strength of the school. Pupils' relationships with each other and with staff are strong, as are relationships between adults. The vision is part of the everyday language in the school. Pupils express how they live out the school vision and values. Parents are supportive of the school and thankful for the special care that they receive. They are confident that staff and leaders listen to them and they feel valued as part of the school community. Members of the governing board are active and present in the school. They are known to the pupils and staff. Governors monitor the activities that take place in school to support the vision. However, they do not yet evaluate the impact of this activity.

Inspired by the vision and the school's context, the curriculum and its delivery are carefully planned and prepared. This ensures that the pupils at this small rural village primary school are equipped for life in a vast, diverse world. Leaders carefully develop the curriculum to embrace the school's special setting. All pupils learn in the outdoors as well as in the classroom. They benefit from personalised learning at Peak Forest for most of the week. On two days each week, pupils join with staff and pupils from across the federation to learn in larger groups. These Together Days have a positive impact on their resilience, respect, support for one another, teamwork and social skills. Pupils talk with sheer delight about the woodland learning and the wide range of extra-curricular visits and activities. They know that they are unique individuals and that they each have different gifts and that their gifts and talents are valued. Pupils take pride in one another's successes and celebrations. Staff are grateful for their extended team through the federation. They value the positive impact that this has on their wellbeing as a result of the shared workload. The curriculum provides opportunities for pupils to experience and reflect on the awe and wonder that they see in their surroundings. However, whilst leaders can talk about spirituality, there is no consistent language to express this across the school. As such, planned opportunities to explicitly promote, develop and express spiritual flourishing within and across the curriculum are underdeveloped. This means that the pupils and staff do not always recognise the spiritual moments.

Collective worship brings the whole federation community together. The school community gathers in the hall and worship is live streamed into the school. Pupils relish the opportunity to worship with their friends from across the federation and look forward to this daily fellowship. Collective worship expresses the school's vision and is engaging. Staff see it as a moment to be together, to reflect and to celebrate. Leaders ensure that worship is interactive and inclusive for all. Worship is firmly rooted in the school's Christian vision. This is because it gives pupils and staff a daily focus on SMILERS and the quest to develop happy, healthy learners. There is a rich blend of worship across the week. This includes songs of praise, scripture-focused worship and worship led by visiting members of church leaders. Pupils sing with joy and participate enthusiastically during worship. Prayer punctuates the school day. Worship ministers lead the school in prayer at lunch time. The impact of this rich tapestry of worship throughout the day extends spiritual flourishing.

Relationships within the school community are exceptional. Pupils treat one another with respect, kindness and compassion. Adults feel valued and respected; they are cared for by school leaders. Arising from the vision, pupils are aware of the need to support each other. Staff know the pupils very well. Leaders carefully consider the staffing of Together Days to ensure that relationships continue to flourish when the pupils are educated in



their mixed federation groups. Specialist staff across the federation ensure that pastoral and educational information about each pupil is shared with all staff. As such, pupils are understood by the adults across the federation. Pupils feel safe and happy at Peak Forest – this contributes to them being SMILERS.

Pupils play an active part in the life of the school and the local community. There is a federation parliament with pupils from all three schools elected to ministerial positions. This includes behaviour ministers, worship ministers and community ministers, as well as a Prime Minister. The parliament is an important vehicle for courageous advocacy within the school. Justice and responsibility develop through engagement in causes about which the school feels strongly. For example, pupils write to people in the public eye to highlight concerns about community matters. They are proud of the responses that they receive, including when a Member of Parliament attended the school recently in response to pupils' letters. Community events, such as the village 'well dressing' is a highlight of the school community's year. Pupils are increasingly leading social action projects and engage with local issues, such as road safety. They can express why it is important to think about more than just themselves. Pupils are developing the skillset to become agents of change. Motivated by a series of worships about stewardship and endangered animals, pupils are driving a project to raise awareness and funds for the World Wildlife Fund. This initiative is entirely pupil-led.

Leaders have made bold decisions about the teaching of RE and ensure that it has a high priority in school. Leaders are not afraid to make changes, if it is in the pupils' best interests. Training from the diocese supports leaders in crafting a well-sequenced and cohesive curriculum. The curriculum's extended cycle is carefully mapped out and benefits the mixed age year groups. Because RE is taught on Together Days, pupils enjoy the discussion that they have in their larger classes, where the conversation is richer. The school has invested in the development of a scheme of work, which is having a positive impact on pupils' enjoyment. Pupils learn in detail about Christianity, including as a global faith, and a range of other world religions.

Information

Address	Hernstone Lane, Peak Forest, Buxton, Derbyshire, SK17 8EG		
Date	8 October 2024	URN	112848
Type of school	Voluntary Controlled - Primary	No. of pupils	32
Diocese	Derby		
Federation	The Woodland Federation of Peak District Schools		
Executive Headteacher	Andrea Tomlinson		
Chair of Governors	Nell Wakerley		
Inspector	Sarah Milne		