

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Snarestone Church of England Primary School

Address	Main Street, Snarestone. Derbyshire, DE12 7DB		
Date of inspection	1 November 2019	Status of school	Voluntary Aided Primary
Diocese	Leicester	URN	120199

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

Snarestone is a primary school with 83 pupils on roll. The majority of pupils are of White British heritage. Very few pupils 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 special educational needs and/or disabilities is slightly above national averages. Ofsted graded the school as Requires Improvement in November 2017. The current headteacher has been in post for three years.

The school's Christian vision

'Participate, excel, take pride.'

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)
Jesus said, 'I have come to give life – life in all its fullness.'

Key findings

- The school is in the relatively early stages of embedding a renewed vision but the headteacher and governors are very clear as to the direction of Snarestone as a distinctively Christian school.
- Governors are knowledgeable about church school education and are very aware of the crucial role they play in embedding and monitoring the impact of the school's vision.
- The recognition of character development of pupils within a Christian ethos is celebrated widely in innovative and inspirational ways and is having a clear impact in the homes of school families.
- There is a great focus on individuality and uniqueness at Snarestone but the deepening spiritual development of pupils is constrained because of the lack of a clearly defined approach to spirituality for staff to implement.
- Pupils are not given sufficient opportunities to lead in collective worship and have a voice regarding social and ethical issues.

Areas for development

- To deepen understanding of spirituality by leaders and staff in order to provide greater opportunities for the spiritual development of the school community.
- To make provision to enable pupils to develop their leadership skills in collective worship and in challenging social and ethical issues.
- To develop meaningful partnerships both locally and globally, which foster the understanding of faith communities by the whole school family.

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

Snarestone Church of England Primary School has developed an inclusive and distinctively Christian vision. Leaders and representatives of the school family are able to articulate the biblical basis for this vision and how focussing on 'life in all its fullness' is enabling pupils to flourish as individuals. The school is in the relatively early stages of embedding this renewed vision but the headteacher and governors are very clear as to the direction needed to ensure the further development of Snarestone as a distinctively Christian school. The vision and associated values are visibly evident around the school site. Newly appointed governors have the knowledge of current developments in church school education and the relevant skills to assist the school in moving forwards. Self evaluation by the headteacher and leaders is perceptive and thorough and they ensure that Christian character has a high profile on agendas and strategic monitoring. Recent governor monitoring is evaluative and constructive. Recommendations from the previous inspection report have been addressed. Governors describe the school as being a 'bright light for Christian values' and a 'place of peace.' Five Christian based values are now intrinsic in the life of the school and complement the overarching vision. The pre-school setting attached to the school also uses the key values in preparing children for their next stage at school.

There is a determined focus on the uniqueness and individuality of each pupil at Snarestone but the deepening spiritual development of pupils is constrained because of a lack of shared understanding of spirituality by leaders and staff. The school attracts a large number of families from outside the village and has a higher percentage of pupils with additional needs compared with other schools nationally. Parents spoke of their children flourishing at the school and current data trends over recent years demonstrate rising standards and increased pupil progress overall. All pupils are discussed at length in termly progress meetings and each child also has a wellbeing tracker to ensure early identification and appropriate intervention. A new curriculum is currently being developed which has a cross curricular approach giving pupils a range of stimulating experiences.

The recognition of character development of pupils within a Christian ethos is a strength of this school. The school's Christian values are used to complement the Route to Resilience programme and these character traits are celebrated in a variety of ways. Parents articulate how the school's values transcend into their homes and how they impact their families in a very positive way. The termly 'Spirit of Snarestone' trophy, reflecting demonstration by pupils of the school's Christian values, is highly regarded. The school community also has the opportunity to use a post box in school to compliment anyone for living out one of the Christian values. This is widely, yet meaningfully, used and celebrated. Pupils are very clear in describing how the values are important in their own lives and credited them to being biblically based. Pupils are given too few opportunities to experience life and belief beyond their own locality and to see themselves as part of a wider world through the development of meaningful local and global partnerships. They are given the chance to support charitable initiatives but the pupils themselves have not been given sufficient opportunities to challenge injustice and inequality.

Behaviour is good. The school uses a 'Steps to Success' behavioural system which provides clarity and consistency. Progression through the steps results in pupils being given an age appropriate 'Think Sheet' causing them to reflect on which Christian value they have broken. Both pupils and parents say there is no bullying in the school. Any issues identified are dealt with appropriately by the leadership team. Some staff are currently being trained as mental health first aiders. Relationships between staff are supportive. Staff speak of leaders being understanding of their work/life balance and that the importance of their own mental health and wellbeing is recognised. Parents say their children use the values terminology in relationships at home and illustrated how this is benefitting family life. Diversity and difference is celebrated at Snarestone. Pupils with additional needs are accepted and fully included in the life of the school. The headteacher has undertaken Stonewall training and posters are evident around the premises. A whole school multi-faith trip to Derby has recently taken place giving pupils the opportunity to experience life and belief beyond their village environment. Some pupils are developing a meaningful link with a class in a primary school in inner city Leicester, initially through letter writing, and the pupils are soon to meet at a central location.

Collective worship strongly promotes the school's Christian values and is inclusive and invitational. It is well planned and themes are based on school values, key events and Big Story themes. Pupils speak readily of Bible

stories used in collective worship. Each class has two prayer leaders who rotate weekly to assist in collective worship by setting up the worship table. Pupils are not involved in planning and leading worship and would welcome the opportunity to do this on a regular basis. Clergy from the local Anglican Woodfield team support the school through leading worship and there is also a half termly visit for 'Open the Book'. Pupils also have the opportunity to worship in St Bartholomew's Church for key events and celebrations. During worship they are given the opportunity for quiet reflection but they are generally unable to verbalise the value of prayer and reflection in their own lives. Despite this, parents speak with great enthusiasm about the school's Prayer Bear which is taken home and how their children want to read the Bible as a family.

RE is well led and the subject coordinator has planned provision to ensure the school fulfils the Church of England's Statement of Entitlement. It is clear that teachers have a secure knowledge and teach with confidence using the Understanding Christianity materials. Lessons are well paced and creative, meeting the needs of the children in mixed year groups. Pupils are challenged and good quality teaching gives them opportunities to explore religious beliefs and practice. During the inspection the very youngest children were using artefacts effectively to discover the similarities and differences between Christianity and Hinduism and older pupils were discussing what made God angry and showed a high level of religious literacy in their responses. Each pupil has an age appropriate Bible which is treasured and used frequently in RE lessons enabling them to see Christianity as a living faith. Work in books clearly shows progress over time and marking and feedback is of good quality.



The effectiveness of RE is Good

Standards in RE are good. The new RE coordinator has ensured that effective assessment is now in place and this along with a more comprehensive monitoring programme involving foundation governors ensures that the teaching and learning for all pupils is consistently good.

Headteacher	Tim Jewitt
Inspector's name and number	Joy Hardy 944