

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

## The Henry Prince Church of England Voluntary Controlled First School

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|---------------------------|---|-------------------------|----------------------------|
| <b>Address</b>            | Mayfield, Ashbourne, Derbyshire DE6 2LB |                         |                            |
| <b>Date of inspection</b> | 15 November 2018                        | <b>Status of school</b> | Voluntary Controlled First |
| <b>Diocese</b>            | Lichfield                               | <b>URN</b>              | 124263                     |

| <b>Overall Judgement</b>   | <b>Grade</b> | <b>Requires Improvement</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>Additional Judgement</b>  |              |                             |
| <b>The impact of collective worship</b>  | <b>Grade</b> | <b>Good</b>                 |

### School context

The Henry Prince School is a first school with 30 full time pupils on roll and 5 pupils in the nursery. The school has low levels of religious and cultural diversity and 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 (SEND) is below national averages. This is a small rural school which has experienced falling numbers.

### The school's Christian vision

The Henry Prince Church of England Voluntary Controlled First School and Nursery aims to support every child in our care so that they achieve their academic potential and become happy confident and caring children with positive attitudes to all areas of learning and development. The school has Christian beliefs at its heart and, as well as encouraging mutual respect amongst children, looks outward to its links with both the church and the wider community.

### Key findings

- Collective worship now engages and involves pupils in planning and leading worship and nurtures the spiritual development of the whole community. In addition, members of the pupil worship council are beginning to evaluate collective worship together with adults as part of the school's ongoing spiritual journey.
- Whilst the Christian values, which the school has adopted, are relatively new, pupils and adults confidently articulate what they mean and actively demonstrate them in their daily lives.
- This small rural community has put in place creative curriculum experiences for pupils to encounter multi faith days. In addition, they have been able to meet people of faith in their places of worship. Religious education (RE) makes a contribution to pupils' sense of their place in our diverse world. This nurtures both their spiritual and cultural development.
- The current Christian vision of the school is not yet rooted in the Bible.

### **Areas for development**

- Revisit the school's Christian vision with the whole community. Ensure this vision is defined more clearly by linking it to Christian teaching so that its theological underpinning is widely understood.
- Ensure that governor monitoring is rigorous, robust and regular to hold the school to account and play an effective role in strategic planning.
- Build on the partnerships with the churches to enable pupils to deepen their knowledge of key Christian beliefs and nurture their spiritual and personal development.
- Develop pupils' understanding of global Christianity so that they appreciate the diversity of the worldwide church.

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**

Whilst a broadly Christian vision is in place, leaders, together with pupils and parents, correctly identify revisiting this as part of their on-going school journey. They are committed to going forward together with the whole school community and embedding their vision with Christian beliefs at its heart. Pupils confirm their desire to link their vision closely to Bible stories, such as, 'Moses and the burning bush'. Defining the vision more clearly in this way ensures its theological underpinning helps to shape the curriculum, enabling all to flourish. Pupils and adults in this small rural community confidently articulate and actively live out their chosen Christian values. Positive relationships, mutual respect and good behaviour emanate from such values as agape, which is described by pupils and adults as friendship. Community, thankfulness, integrity, virtue and enlightenment enable all to live well together. For example, arguments rarely happen in this harmonious environment where any problems are shared and pupils feel safe to express their views. Older pupils support younger ones through the buddy system. Skilfully trained staff successfully employ activities to ensure even the most vulnerable pupils are well supported. Academically, they are then able to make rapid progress. More able pupils are challenged, helping them to master self-confidence and self-awareness. All pupils have the ability to question and make good progress in their academic and personal development. As a result, pupils grow in empathy and make the right choices on the pathway of life. The school's Christian values help them focus on 'who they are and what they do', embracing and celebrating difference. This re-affirms the Christian vision of the school, with its culture of dignity and respect. A wide range of talent is celebrated. For example, many pupils have access to violin lessons. Leaders confirm that all areas of school life, both academic and social, make a difference to their conduct and improves their achievement.

A good relationship with the diocese, with beneficial support and training, is an important part of this school's onward Christian journey towards school improvement. The new SIAMS schedule has been welcomed by leaders, providing an energised focus for the school. They have read 'Valuing All God's Children' and this is making a difference to policy and practice. Governors have carried out learning walks and key policies are in place. Members of the pupil worship council are already beginning to evaluate worship, together with adults.

Leaders rightly identify the importance of building on the good partnerships that exist with the parish church and the Elim Pentecostal Church in Ashbourne. For example, clergy have offered communion before confirmation classes for Year 3 and 4 pupils, resulting in a good uptake. Since then, some pupils have taken communion in church on Sundays and have been thinking about their faith. Consequently, pupils have been able to deepen their knowledge of key Christian beliefs, nurturing their spiritual and personal development. This community is important to its pupils. They express gratitude for their founder, Henry Prince, speaking of, 'the community they love'. Indeed, clergy speak of these young pupils as 'children of God, developing skills to learn'. Pupils learn together in many ways, such as through listening to others and sharing their viewpoints, such as in philosophy for children (P4C) lessons. They challenge injustice and inequality and are courageous advocates for change in their support of local and national charities, aware of global issues. Within this community, pupils' characters are shaped and they are inspired to action. For example, one pupil

donated some of her hair for a wig for a cancer sufferer. The Henry Prince First School reaches out to the local community in many ways, such as the Christingle and Remembrance services held at church. These events are well attended and immensely valued by parents. Other recent activities include a 'Bake Off' competition judged by the clergy. The warm, friendly nurturing community is valued by staff who praise the behaviour of well-motivated pupils. The young children here feel happy and safe and are 'very keen to learn'. Staff are aware of any of any particular pupils' needs and mental health issues are rare. This is because every child is valued as an individual which supports their wellbeing. Parents too feel they belong and are part of this extended family. Leaders feel hopeful for the future of the school.

Collective worship has moved on since the last inspection. The pupil worship council speak enthusiastically about how they use prayer and reflection at home. For example, one pupil spoke of the importance of bedtime prayers, 'taking a couple of seconds to say thank you'. Prayer boxes in classroom prayer corners are well used. Pupils feel they can contribute, saying, 'It's God we can pray to and we can share our ideas in prayer'. The worship council are enthused 'to do more than writing prayers and choosing the theme'. Their ideas include asking questions about their values, such as integrity, as well as planning, leading and evaluating worship more frequently. A strong feature is their commitment to succession planning and how more pupils can be engaged in leading and planning collective worship more regularly. Collective worship affirms the school's Christian values and encourages forgiveness, reflecting Jesus' teaching and supporting pupils' personal and spiritual development. Pupils say they enjoy 'all coming together to do holy stuff', recognising church services as 'special to God'. This includes hearing Bible stories as well as learning more about the Christian belief in God as Father, Son and Holy Spirit. This symbolism is explored more deeply in RE lessons. It is evident that pupils are keen to learn more 'about Christians in England' as well as Christians in other parts of the world. They are also eager to learn more about John the Baptist, to whom their parish church is dedicated.

RE's purpose at Henry Prince is to give pupils 'a rich curriculum where they can learn about different faiths and respect each other without prejudice'. This is accomplished through events such as RE days and the 'Faith Walk' in Derby which enable pupils to learn more about Christianity, Islam and Judaism. Pupils comment that visiting people of faith in their places of worship means they are shown how different people pray. RE meets the statutory requirements and is generally in line with the expectations of the subject in a Church of England school. However, the monitoring of provision for RE is not in place. Pupils can give a thoughtful account of Christianity. Whilst not overtly familiar with words ascribed to key events in the Christian story, they describe Jesus as the 'Lamb of God'.

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| Headteacher                 | Jackie Naylor        |
| Inspector's name and number | Lizzie McWhirter 244 |