

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Scalford Church of England Primary School			
Address	School Lane, Scalford, Melton Mowbray, Leicestershire, LE14 4DT		
Date of inspection	24 January 2020	Status of school	Voluntary controlled primary
Diocese	Leicester	URN	I20156

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

Scalford Church of England School is a primary school with 78 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 or disabilities is in line with national averages. The headteacher has been in post for six years.

The school's Christian vision

Again Jesus spoke to them saying, 'I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life.' John 8:12

We all try to make the right choices, As we try to do our best at all times we hope to reflect the nature of Christ-his love, compassion and forgiveness. We hope his light shines through our attitudes, words and deeds. At Scalford School we try to do our best so we can shine.

Key findings

- The school, in collaboration with a range of stakeholders, has established an effective vision reflective of its context and life which is firmly rooted in the Bible. The vision enables its pupils to shine.
- Worship is reflective of the school's vision and there is a strong partnership between the church and school which impacts positively on the whole community.
- Because of the vision, pupils are respectful of difference and diversity. They have a good understanding of ethical issues. Their knowledge and understanding of major religions other than Christianity however is limited.
- Curriculum planning in RE reflects the school's vision it is effective and pupils are challenged. Monitoring, however, is less well developed.
- As a result of the vision, behaviour and relationships between members of the school community are a strength. Pupils are well supported in their aspirations to shine and be the best they can be.

Areas for development

- To ensure there are opportunities for the religious education (RE) leader to monitor RE systematically in order to build on current strengths and develop all aspects of the RE curriculum, including pupil's ability to use appropriate vocabulary when talking about their work.
- To develop sustainable ways of enabling pupils to engage in regular dialogue with a range of world faiths and views so that they have a deeper knowledge and understanding of them.
- To continue to build on the good practice between church and school in order to develop pupils' understanding of the central importance of the Eucharist to Christian worship and to seek ways to share this good practice more widely.

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

In consultation with a range of stakeholders, the school has established a clear vision which is firmly rooted in its context. All children are encouraged to shine and aspire to be the best they can. The Biblical text, which underpins the vision, has been well considered both at an individual level and at a wider level reflecting the whole school community 'living in the light.' The vision is embedded across all aspects of the school's work and described as the framework that surrounds everything. Governors articulate the school's vision passionately. They utilise diocesan training. Governors regularly monitor the school's effectiveness as a church school and are continuing to develop this in the light of changes to the governing board. Recommendations from the previous denominational inspection have been addressed.

The school and church have built a strong mutually beneficial partnership. Members of the church regularly visit the school to support teaching and learning and the church is used for special events. The whole community is invited to school services and these are very well attended. Messy Fiesta days are planned in conjunction with the church and focus on exploring a Christian value. The last one centred on hope and involved planting seeds and creating a tree of hope rooted with Christian values. One member of staff referred to these days as 'pillars that punctuate the school year'. The church also offers an after school club 'Creative Church' at times in the school year enabling children to learn more about Jesus. School and church speak passionately of their work together and their exciting plans for the future.

Well planned collective worship is invitational and ensures that there are opportunities for pupils to reflect upon the school's vision and associated values. Each week, there is an opportunity to celebrate the different ways pupils have shone. Christian symbols are used in worship to support pupils' developing understanding of the Trinity. Pupils are not yet aware of the central importance of the Eucharist to Christian worship but the school has begun to explore ways of developing this with the clergy. Members of the church support the delivery of collective worship on a regular basis through, for example, 'Open the Book'. Statutory obligations in relation to collective worship are met. Prayer is a natural and valued part of the culture of the school and children write their own prayers which are shared. Pupils value the reflection areas around the school with one pupil commenting 'They help you to right your wrongs.'

The curriculum, which is shaped by the school's vision, is broad and balanced and is concerned with the development of the whole child. It is supported by a range of trips and visits. As one child succinctly said 'It's a very small school but lots happen.' A recent trip to the Holocaust Centre supported work on ethical issues and there are regular opportunities across the curriculum for pupils to explore these issues in a progressively deeper way. For example, older pupils have used the book 'The Lorax' to explore threats to the planet in terms of deforestation, climate change and pollution and their response to it. Younger pupils have developed an understanding of recycling and single plastic use. Pupils regularly engage in social action projects supported by the school council. Recently, pupils participated in a reverse Advent calendar where the emphasis was on giving rather than receiving. Pupils are able to articulate their views and have a concern for justice.

Supported by the vision there is a tangible culture of aspiring to be the best you can. Pupils are encouraged to be resilient and feel that the vision encouraged them to try their best and keep going, supporting them to make positive choices about how they lived and behaved. The school's work on resilience has recently been recognised with a 'Routes to Resilience' award. Assessment data, available at the time of the inspection, shows that progress is in line with national averages. Pupils with additional needs are well supported and staff ensure there are opportunities for them to shine.

Pupils behave well and relationships across the school are strong and supportive. The school is inclusive and welcoming and staff value working closely as a team. This is attributable to the school's vision and values. Parents appreciate the family feel of the school and the support the older pupils give to the younger ones. Pupils who join the school other than in Reception settle well into school. Children have opportunities within the curriculum to learn about and appreciate difference and diversity. Pupils and adults feel confident to express their views. The school council has recently initiated a surgery where pupils can raise concerns and has

also written to the catering provider regarding single use plastics. The sense of community is strong and the school values its relationships with the wider community inviting them to share in school events such as Christmas dinner and Remembrance. In this caring community there are effective systems in place for the early identification of issues connected to mental health and wellbeing.

The RE lead is passionate about her role and subject. She and other staff attend training locally and through the diocese. They also subscribe to national publications which have all developed teaching. Best practice is shared across the school. Curriculum planning for RE is effective and pupils have opportunities to engage with religious text. The vicar supports teachers' subject knowledge, RE planning and delivery. The implementation of Understanding Christianity has impacted positively on pupils' ability to discuss, think deeper and question with confidence. When discussing theological concepts and ideas they are sometimes limited by their RE specific vocabulary. Pupils have regular opportunities to visit places of worship, however, although respectful, their knowledge and understanding of religions and world views, other than Christianity, is limited. There is an effective system of assessment in place for RE but there is not yet a systematic system in place that enables the RE lead to monitor RE lessons.

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