

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

### Long Lane Voluntary Control Church of England Primary School

Long Lane, Dalbury Lees, Ashbourne, Derbyshire DE6 5BJ	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Derby</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Derbyshire
Date of inspection	2 March 2017
Date of last inspection	19 January 2012
Type of school and unique reference number	112846
Executive Head	Holly Shann
Inspector's name and number	Elizabeth Stanley-Wainwright 880

#### School context

Long Lane is a smaller than average-sized primary school in a Victorian building with a large playing field and a small playground. Pupils attend from the local village and the surrounding areas including Derby City. There are 44 pupils on roll, numbers have slightly declined over the last year. There are 2 mixed age classes taught by four part-time teachers and a Higher Level Teaching Assistant. Pupils are predominately White British and the proportion of disabled pupils and those with special educational needs is currently below the national average. The numbers of pupils eligible for free school meals is well below the national average. The headteacher has been in post since September 2016 and is the executive head for this and another school. There has been a significant change in staffing since the last inspection. Christ Church is situated across the road from the school and is used as an extension of the school building, for regular worship and to support a range teaching activities across all curriculum areas.

#### The distinctiveness and effectiveness of Long Lane as a Church of England school are good

- Long Lane is a caring and inclusive church school where every child is encouraged to do their best.
- The school has strong links with the parish church and the local community based on mutual respect and honesty.
- Pupils are articulate, polite and well behaved having a positive attitude to all aspects of school life.
- Christian values underpin the daily life of the school, promoting good spiritual, moral, social and cultural understanding.

#### Areas to improve

- Ensure the Christian values of the school are explicitly communicated through a review of the website, policies and documentation.
- Develop more effective and robust systems for monitoring and evaluating religious education (RE), collective worship and distinctive Christian values to inform school improvement as a church school.
- Ensure that pupils have some understanding of the Holy Trinity in order to further support their understanding of Anglican tradition in worship.

**The school, through its distinctive Christian character, is good  
at meeting the needs of all learners**

Long Lane is a welcoming, inclusive church school, which demonstrates a strong feel of every child being unique and a child of God. Pupils, parents and staff speak highly of the support that they receive stating that any issues are dealt with promptly and professionally. This results in close working relationships where staff feel that they are part of a dedicated team whose focus is for all pupils to achieve their full potential in a positive and caring Christian environment. The school's Christian character results in a happy, caring and inclusive environment where pupils feel confident to ask challenging questions and know that they will be supported throughout their learning journey. The Christian ethos and values are embedded in daily life. However, these are not explicitly celebrated through documentation, policy and the school website to ensure that the Christian character is communicated to all. Since her appointment, the headteacher has worked hard alongside the team to put in place robust policies to improve outcomes for all pupils giving staff a clearer picture of next steps. Pupils clearly gain much from looking after each other and do so in such a natural way that it is part of school life. The relationships that the pupils have with one another is close and based on mutual respect which results in very few occasions of falling out. The school has a clear rewards system and the whole school community communicates rules, so all pupils in school understand the motto of 'ask, care, listen, persevere and respect'. Parents talk highly of the staff and how the school community, although spread wide, works together to give the pupils the best learning opportunities. Parents know that they can come into school to talk to any staff member about an issue or to share information which might impact upon their child during the day. One parent talked with great passion about the care and nurture that the school provides to ensure all pupils are included on residential, trips and activities regardless of the child's needs. Pupils actively think about others and will raise money for a range of charities based on their own experiences or that of others. Pupils enthusiastically talk about the different activities that they have been part of to raise money for, people less fortunate than themselves. They have a clear understanding of why it is important to think about others locally, and globally, and are keen and interested to find out how they can help through discussions in RE and PSHE lessons. Christian values provide strong support to pupils in their spiritual, moral, social and cultural understanding and this is supported and challenged by the adults within school and the church community.

### **The impact of collective worship on the school community is good**

Collective worship is seen as an important part of the school day and pupils make a contribution through greeting, choosing music and prayer. There is an established routine for worship, which all pupils understand and follow. Pupils attend church services throughout the year and will contribute and work alongside clergy to ensure they have a voice within each service. There is a basic worship theme for each term, which is shared with staff who then develop an individual worship. The foundation governor is working with older pupils to extend their leadership skills into planning their own worship and this is starting to enable pupils to think about their leadership skills. Worship is of a high standard with plenty of opportunity for pupils to think, interact and ask questions. It is well planned and delivered, taking into account the different learning styles and range of ages. A good example of this is a worship based on Francis of Assisi which was inspirational and gave the pupils a good foundation for thinking about how others feel; it was interactive and made good use of drama. The pupils were able to think on their feet to create prays for themselves and others through the use of prayer sticks. Pupils have a respectful quietness and will wait their turn and have a good understanding of Bible stories and are able to relate their own experiences to those of the Bible. Pupils talk with enthusiasm about collective worship and in particular have a good understanding of prayer and how prayer can support others as well as themselves. Pupils are confident in praying within worship and have the skills to think through the words to ensure they help others. Pupils are encouraged to pray for others in school, the world and for themselves. This results in a range of discussions that staff happily follow up. The school has also introduced class worship which gives the opportunity for worship to be age appropriate and allow for more in-depth discussions based on what is happening in the news. The older pupils say they value this worship, as they are able to ask big questions that maybe the younger pupils in school would not understand. The use of a special chair to help focus prayer within worship time is valuable as the pupils can contribute items on the chair or take things to help them to focus during their reflection time. The school also has an outdoor area set in a beautiful location where pupils can go and reflect. This is a wonderful resource and pupils say they enjoy being able to go to this spiritual area as it is quiet, calm and gives them time to think. They are very positive about the outside reflection space and say 'it is a space where we can have quiet and enjoy God's beautiful world'. Collective worship is monitored through verbal feedback between staff but as yet is not formalised to ensure that pupils, staff and governors evaluate the impact of worship. The pupils have little understanding of the Trinity, of God as Father, Son and Holy Spirit nor are they able to confidently talk about the features of Anglican tradition in worship.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher's leadership is open and based on a whole team approach. The school self- evaluation is accurate and is starting to develop a vision. However, this is not yet established due to staffing changes and the journey of federation. The training based on the Understanding Christianity is beginning to have an impact upon teaching and

learning within RE but this is in the early stages of development. The RE leader is starting to unpick and share her knowledge and understanding with staff and children. Evidence of RE is recorded in books, artwork and displays across school and show a good range of areas studied. Pupils enjoy the RE sessions and can talk in detail about what they have learnt and how it impacts upon their own lives. They thoroughly enjoy using a range of resources to support their understanding of world religions. Parents are fully involved in school life and say that 'they appreciate the hard work that all staff put into knowing each child as an individual'. The whole school community appreciates the work that the church puts into ensuring all pupils are included regardless of their religious beliefs and that the church team embraces each individual pupil on their educational journey and journey within God's world. Parents feel that they are part of an extended family through the open door policy and transparent leadership of the new headteacher. The headteacher and staff know each pupil and parent as individuals and actively have an honest and open dialogue on a regular basis. The school's self-evaluation is accurate but has not enabled all stakeholders, including governors to be formally involved in monitoring and evaluating the school as a church school. The school does ask its pupils opinions on how they feel when they are at school but to date this has not included their understanding of the distinctive Christian character. Statutory requirements for RE and collective worship are met.

SIAMS report March 2017 Year Long Lane VC Primary School Derbyshire DE6 5BJ