

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Long Lane Church of England Primary School

Vision

Jesus said, 'Let the children come to me' Matthew 19:14

Our vision is based on the parable of the great banquet where all are invited and welcomed.

Long Lane Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- School leaders and governors have developed a Christian vision that enables staff and pupils to flourish. Effective support from the diocese and the Derby Diocesan Academies Trust strengthens leaders' decision making.
- Leaders ensure that the school's Christian vision is clearly threaded through the curriculum by skilfully adapting teaching to meet the needs of the pupils in this small school community.
- Collective worship deepens pupils' understanding of the school's vision and values. Staff and pupils develop spiritually together as they reflect thoughtfully on life's big questions.
- The Christian vision is lived out through leaders' commitment to nurturing the wellbeing of adults and pupils. Effective strategies enable members of the school community to treat each other with dignity, compassion and respect.
- A well-crafted religious education (RE) curriculum effectively deepens pupils' knowledge and understanding of Christianity and a range of other religions and worldviews.

Development Points

- Extend opportunities for pupils to broaden their understanding of justice and active citizenship by responding to issues that are meaningful for them.
- Embed the school's shared approach to developing spirituality across the curriculum. This is so that pupils have regular, planned opportunities to nurture their spiritual growth.



Inspection Findings

Long Lane is a deeply welcoming and nurturing Church school where pupils feel safe, valued and loved. Rooted in the teachings of Jesus, the school's Christian vision forms the foundation of its identity and purpose. It inspires leaders to promote and model acceptance and understanding of each other. Pupils are welcomed, cared for and deeply known in this small, friendly school. Governors regularly evaluate the vision's impact, ensuring that it remains central to decision making. The school is clearly aligned with the wider vision of its trust. The partnership is highly beneficial, providing additional expertise and a shared commitment to doing what is right for the pupils. The school draws strength from shared goals while remaining firmly rooted in the distinctiveness of its local context. Through recognising each other's strengths, leaders have built a reflective community where individuals are celebrated for their contributions and ethical choices are central to school life. A recently introduced set of Christian values helps bring the vision to life. These enable pupils and adults to recognise the positive impact of their actions on others. This is particularly evident through a well-received 'values hero' initiative where pupils nominate each other for acts of friendship, compassion and courage.

Inspired by its inclusive vision, school leaders have thoughtfully developed a curriculum that is responsive to the unique needs of each pupil. Those with additional needs are particularly well supported. Bespoke programmes ensure that pupils who need help are able to engage actively in learning and flourish alongside their peers. Staff build trusting relationships with pupils. Through effective support, they ensure that pupils with a range of needs are able to participate actively in events, such as the local ploughing match. Leaders skilfully weave the school's vision and values throughout the curriculum. They ensure that academic development is nurtured alongside spiritual, moral, social and cultural understanding. Long Lane is beginning to use the metaphor of 'windows, mirrors and doors' to support pupils' understanding of spirituality. This approach invites them to think more deeply about themselves, others and the world. This language is starting to form a framework across the school. Pupils' spirituality is effectively nurtured within RE, for example. However, routinely planned opportunities throughout the curriculum are in the early stages of development.

Collective worship is a joyful and reflective experience, rooted in Christian teaching and offering pupils and adults a space for spiritual development. Invitational times of prayer during collective worship provide pupils and adults with opportunities for self-reflection and contemplation of their place in the world. Worship is carefully planned so that pupils learn about the life and teachings of Jesus. Through exploring the meaning of Bible stories, pupils are inspired to develop caring relationships with each other. Through being actively involved in planning and leading worship, pupils encourage others to reflect about themselves, others and the world. For example, pairs of pupils take responsibility for preparing a worship box, placing items in it to reflect their own values and favourite Bible stories. This gives them the chance to think about their own personal views and beliefs. The relationship with the local church is strong and mutually enriching. Visitors from the church regularly lead the school community in acts of worship in the church. Through worshipping with the wider Christian community, pupils and adults experience a breadth of worshipping traditions that deepens their sense of belonging.

Pupils and adults are treated well here. Inspired by the belief that all are welcome, relationships across the school are marked by mutual respect, care and joy. School leaders prioritise staff wellbeing, reducing workload and linking with other schools to provide support. As a result, there is a strong sense of teamwork among staff members. They support each other both professionally and personally. This example is reflected by the pupils who develop positive and trusting relationships with each other. Support for pupils is thoughtfully planned and well delivered. Practical barriers to inclusion are removed wherever possible, reflecting the school's commitment to equity and opportunity for all. At breaktimes, pupils play harmoniously together, with older pupils showing a natural willingness to include and care for their younger peers. At lunchtime, they help younger pupils with practical tasks



such as pouring drinks and serving food. They engage each other in meaningful conversation. These actions reflect a culture of compassion that permeates daily life.

Motivated by the inclusive nature of the school vision, leaders are committed to building a culture where people take responsibility and understand justice. Through curriculum opportunities, collective worship and school-led events, pupils see that their actions can have a meaningful impact. Pupils are given the opportunity to act as sports and worship leaders, which gives them responsibility and develops confidence. Adult-led fundraising efforts and local community events are integrated into the rhythm of school life, giving pupils a real sense of participation. For example, at harvest time pupils bring in food for the local foodbank. Through activities such as this, they are beginning to see how people can respond where they see injustice. However, there are few opportunities for pupils to take the lead in responding to issues that are important to them. This means that they have an underdeveloped understanding of how they can act themselves to make a positive difference in their community and beyond.

RE is well led. The curriculum is carefully structured so that lessons build constructively on what pupils have previously learned. As such, the subject has a key role in supporting pupils' understanding of the Christian faith and other religions and worldviews. The subject leader works closely with both the diocese and the trust to establish effective progress in the curriculum across mixed-age classes. Pupils gain a secure understanding of core beliefs and practices through exploring Bible stories in depth. For example, pupils can explain the significance of stories, such as The Good Samaritan and the Feeding of the Five Thousand. They understand, in increasing depth, how biblical teaching influences the way that Christians choose to live their lives. The RE curriculum is carefully constructed so that pupils gain an appreciation of a range of other religions and worldviews. Thus, pupils have a secure understanding of what they have learned and how it relates to their own lives. Visits to places of worship outside their local community, such as a mosque and gurdwara, enrich pupils' understanding. Through experiences such as these, pupils recognise how people practise their faith in different ways. Pupils are able to relate what they learn in RE to their own lives. Through careful exploration and discussion, pupils feel safe to explore their own ideas and beliefs, thus nurturing their spiritual development.

Information

Address	Long Lane, Dalbury Lees, Ashbourne, Derbyshire, DE6 5BJ		
Date	20 May 2025	URN	150207
Type of school	Academy	No. of pupils	23
Diocese	Derby		
MAT	Derby Diocesan Academies Trust		
Headteacher	Teresa Bosley		
Chair of Governors	Rachel Yemm		
Inspector	Hannah Lambert		