



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodthorpe Church of England Primary

Address Seymour Lane, Chesterfield, Derbyshire S43 3DA

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

School's vision

'Learning and growing together to be the best we can be'.
Be strong and courageous, for the Lord your God will be with you wherever you go. Joshua 1:9

Key findings

- Motivated by the school's distinctive Christian vision the executive head and head of school have brought about significant improvement. This has enabled all staff to provide an exceptional level of care which transcends beyond the school day for pupils and their families. It is an excellent aspect of the school's practice.
- A strong sense of togetherness permeates throughout the life of the school, including strong partnerships with Derby Diocesan Academy Trust and Derby Diocese, achieving high expectations that enable pupils, families and staff to flourish.
- The curriculum is engaging and positively impacts upon relationships. Pupils and staff live well together; they care for each other with deep mutual respect. However, pupils and adults lack a shared understanding of spirituality.
- Collective worship is invitational and engaging. Pupils and staff enjoy coming together to worship. The strong bond with St. John the Baptist Church significantly enhances children's experience of Christian worship.
- Religious education (RE) is well planned and the enthusiastic leader has a clear direction for future development. Pupils' awareness of global concerns, Christianity as a world faith, and an understanding of world views is underdeveloped. These are correctly identified in the school's development planning.

Areas for development

- Develop a shared understanding and definition of spirituality so that pupils and adults can successfully communicate their experiences.
- Provide opportunities for children to engage with people of world faiths and enable the curriculum to explore an awareness of world views.
- Ensure opportunities for children to independently engage as courageous advocates of social justice.

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

The school's Christian vision permeates its work in every aspect. Every child and adult is deeply loved, valued and encouraged 'to be the best that they can be'. The school knows every child well, celebrates their achievements and scaffolds their hopes and aspirations. With high expectations for every child, the relatively new senior leadership team has transformed the work of the school. They make a significant difference to the wellbeing and inclusion of every member of this vibrant community. The children flourish under such meticulous care; their learning behaviours are strong and they have compassion for each other. Older children naturally take care of younger ones. Staff are empowered, valued and trusted. They know that their ideas are heard and that they are a significant part of a community that cares and supports each other.

Through the unrelenting and proactive implementation of the Christian vision, the school has a strong foundation for its daily practice. This community lives and grows well together. They belong to each other in a community where mutual respect and love is the basis for all interactions. The children are consistently well behaved and confidently explain how they resolve disagreements and that it is important to forgive. Staff, governors and parents refer to 'togetherness' to explain their collective identity. This is particularly evident with the patience and love demonstrated in the relationships between pupils and adults, enabling the vulnerable to thrive. Staff are quick to identify need and go the extra mile as a natural consequence of being part of this community. One member of staff was able to recognise that a child would benefit from learning to ride their bike and so took the time to teach them. The member of staff also made sure that the bike was roadworthy and maintains the bike to ensure that it is safe and reliable.

The curriculum is enhanced with a variety of additional opportunities where children enjoy their childhood. The school ECO committee is proactive and has developed ideas for the school environment, including establishing the allotment. Parents are proud of the school. They deeply value how staff consistently encourage children to flourish while recognising the uniqueness of each child made in God's image. As pupils move on to their secondary education the school continues to engage with their wellbeing by visiting them. This includes the more vulnerable and ensures that they continue to remain within the school family. The school has responded compassionately to need, such as organising donations to support the people of Ukraine. However, children are yet to become articulate advocates of change, to passionately challenge injustice and inequality.

During the pandemic the school ensured wellbeing support, enabled online learning for every child and were in regular pastoral contact with families. Leaders and staff went above and beyond, taking action to keep close contact with every family. The school maintains its inclusive approach through financial decisions. Driven by the vision the school ensures that every child, including the most vulnerable, experience quality extended provision. This occurs through school clubs, educational visits and residential trips.

By fostering partnerships, the impact of the school's vision has flourished since the new leadership team was formed. The strong bond with St John the Baptist, the clergy and congregation, has enabled the school to be a significant part of the faith community and enhances worship. Mass is held on a regular basis in school and is attended by parishioners and the school regularly visits the church for worship. Clergy are frequent visitors who take an active interest in the work of the school. Being active within the Derby Diocesan Academy Trust has provided additional support and developmental challenge which the school has been eager to embrace. Working alongside local schools within the trust has enabled good practice to be shared. Leaders are very reflective in their practice while responding proactively to advice 'to be the best that they can be'.

Governors monitor Church school effectiveness and are well informed about school development; they are proactively involved and are regular visitors. The children are at the heart of their decision making. Governors hold the school to account and ensure that their collective expertise enables the school to thrive. Their ability to make robust decisions, driven by the school distinctive Christian vision, has been significant in establishing the strong leadership and strategic direction of the school. Governors have been bold in the additional employment of staff to respond to rising pupil numbers to provide the best possible provision.

Worship is enthusiastically enjoyed and is engaging; it is at the heart of the community and is enriching. Worship nurtures the school's vision and positively influences both policy and practice. The children are active in its organisation

and implementation, and it is both invitational and inclusive. The worship group, which includes the active participation of clergy, meets on a regular basis and is now in a position to further develop their role. The school is mindful that children have opportunity to be reflective. However, a shared understanding of spirituality, to enable opportunities for reflection to be meaningfully and deeply discussed, is yet to develop.

Children enjoy their RE lessons. They are attentive and eager to discuss their learning, exploring key messages from biblical texts and reflecting upon how they can be applied to their lives. The subject leader is passionate about their role and supports colleagues by disseminating knowledge and on-going training to the staff team. Expertise amongst the staff enables RE lessons to be taught confidently and is enhanced through robust resources such as Understanding Christianity, enhancing pupils' religious literacy. However, there is not enough attention in the wider RE curriculum to different faiths and world views.

In this deeply caring and compassionate school the distinctive Christian vision drives decisions, enhances relationships and enables pupils, staff and governors to have the courage, determination and aspiration 'to be the best that they can be'.

Contextual information about the school

Date of inspection	4 May 2022	URN	147107
Date of previous inspection	15 October 2015		
School status	Voluntary Controlled Primary	NOR	139
Name of MAT	Derby Diocesan Academy Trust		
Diocese	Derby		
Headteacher	Executive head: Sarah Tew Head of school: Matthew Windsor		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The academy trust established the current leadership structure in September 2020.		
Inspector's name	Mark Millinson	No.	C1812