

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Duke of Norfolk Church of England VC Primary School	
Address	Royle Avenue, Glossop, SK13 7RD
School vision	
<p>Our mission statement 'Let the trees of the forest sing; let them sing for joy before the Lord', our school motto, 'from tiny acorns, great forests grow', and our core purpose (the Duke's tree), have strong Christian values and a clear educational purpose underpinning them, which are understood by all.</p>	
School strengths	
<ul style="list-style-type: none"> • Compassionate and empathetic leadership has a demonstrable effect on pupils' learning and flourishing. This is evident in the deliberate ways the vision has meaning and purpose, enabling all to grow. • The school prioritises the wellbeing and nurture of pupils and adults. This results in an equitable culture reflecting the school's Christian foundation. • Pupils, including all who have special educational needs and/or disabilities (SEND) and those who are vulnerable benefit from a high level of care and intervention. Consequently, pupils are enabled to succeed and their achievements are known and celebrated. • The religious education (RE) curriculum is of high quality and well-resourced. There are rich opportunities to engage with a range of religions and worldviews. • Collective worship provides a range of meaningful spiritual experiences for the school community. It has a positive impact on pupils and adults, providing opportunities for spiritual development. 	
Areas for development	
<ul style="list-style-type: none"> • Deepen the way there is a shared understanding of spirituality within the curriculum. This is so there are planned and unplanned opportunities for pupils to develop spiritually. • Enhance opportunities for Christianity to be understood as a living global faith. This is to extend pupils' appreciation of the diversity of it as a world religion. 	
Inspection findings	
<p>The school's Christian vision drives actions and has a positive effect on pupil experience and flourishing. Compassion and care are extended throughout the school shaping a culture of nurture. Leaders actively engage stakeholders and respond quickly to feedback always keeping the interests of the child central to all decision making. The school's 'RREACH' values (respect, resilience, equity, ambition, compassion and honesty) have emerged from the vision. The Duke's tree is a useful pictorial image of growth that all pupils engage with and understand. As such, pupils talk of their individual development in a meaningful and aspirational way. This is underpinned by the school motto, 'from tiny acorns, great forests grow'. The tree analogy is successfully used for pupils and adults in the school to encourage growth professionally, spiritually and academically. Staff forum,</p>	

provides an opportunity to engage the staff voice and leads to open conversations. Governors have a very good understanding of the school. They are actively involved through their monitoring visits, link roles and involvement on staff training day activities. This has enhanced provision. Adults and pupils are proud to be part of this caring school family. Staff describe the school as a kind environment with many development opportunities. The impact of this is a school environment where all can thrive.

Christian values are evident throughout the curriculum reflecting the school's foundation and providing rich learning opportunities. The vision informs curriculum decisions on many levels and shapes learning experiences. Working in partnership with families, the school is attentive to the nurture and care of each pupil. Compassion for all, including those who have SEND or who are vulnerable enables a strong culture of inclusion, successfully allowing pupils to thrive. The recent activities to mark 'Rock Your Socks' day, marking World Down Syndrome day is an example of this. The Sunflower group offers support to the parents of neurodiverse pupils. This is another intervention that effectively prioritises inclusion. As a result, the school has a transformational impact on pupils who have SEND. Parents feel included and that the school is constantly seeking to build and strengthen partnerships to optimise provision. The reading café effectively builds community and partnerships by engaging parents and carers. Staff training and development on spirituality has strengthened and developed understanding. Moments for spiritual reflection are evident in the curriculum, although currently there is no shared language used to equip staff to do this. Consequently, opportunities for spiritual development are underdeveloped.

Collective worship is carefully planned and has a positive impact on pupil and staff experience. It is enjoyed, engaging and is meaningful to pupils' lives. Daily acts of worship enrich the school community by providing varied opportunities for thanksgiving. Robust links with the local clergy further support this. Worship is a celebration of the Christian vision of the school and is underpinned by the school values. This time offers different modes of worship including prayer, Bible stories, singing, drama and reflection. It is inclusive, allowing pupils to respond in a way that is spiritually meaningful to themselves. Pupils value worship time as it allows them to take time, to be still and think. The impact of this is that spiritual moments are considered, allowing pupils to appreciate the world around them. This enhances the opportunity for pupils and staff to develop spiritually. Opportunities to worship in church are regular and a time of celebration. The impact of worshipping in the church enriches spiritual development for pupils, teachers, parents and carers as a community. However, as the shared understanding of spirituality is at an early stage, the way pupils and adults describe this impact is inconsistent.

There is an equitable culture that ensures all are treated well. All pupils are known and loved. Effective strategies are in place to support pupils, staff and families. Responsibility towards each other is central to the work of the school and has a beneficial impact on school experience. Pupils are encouraged to have a voice and to use it positively. Their voice is actively and frequently engaged. The 'calm box' and the 'worry box' are examples of this where feelings can be shared. Pupils feel that they are heard and that they are given opportunities to shape their school experience positively. As a result, pupils are confident and happy at the school. They are given a variety of opportunities to develop as leaders including being worship leaders, mental health champions and house captains. Enrichment opportunities such as forest school develop life skills through team work. School prefects enjoy their responsibilities and take seriously their role to support others in the school. This contributes to a culture of caring. Leaders model compassion and care. As a result, the staff community feel valued and that their wellbeing is supported.

Positive relationships and responsibility towards others are evident across the school. The application of the vision means that the school encourages pupils to understand issues of justice and social action. Pupils have a clear understanding of how they can support others in the school

community. The buddy benches are an example of this where those who feel lonely are befriended. Staff and pupils have a good understanding of social action and how they can make a difference in their community. Reflection areas in classrooms encourage pupils to think about, and pray for, others across the world. The school has provided the opportunity for pupils to have an understanding of, and support, a range of charities. These include well projects, toilet twinning and the work of Fairtrade. Pupils understand and articulate practical ways of how to challenge injustice. Living out the vision, the 'student parliament' engages in fundraising activities that foster a concern for the needs of others. Litter picking in Glossop and fundraising for a local hospice are further examples of how the school body have keenly engaged in social action for the benefit of the community. Such action is inspired by the Christian vision and its associated values to make a difference and be agents of change.

RE is well-resourced and relevant to provide rich experiences for pupils. Staff access regular professional development and support from the diocese for the delivery of RE. This results in a robust knowledge, understanding and provision of the curriculum. The approach asks big questions inviting pupils to explore and examine world faiths including Christianity. The curriculum is enriched by visiting speakers, allowing pupils to engage with visitors about their faith. Debate is part of the RE curriculum and builds critical thinking and respect for those whose opinions differ from their own. Pupils talk about RE with enthusiasm. Their class journals are evidence of the varied activities undertaken. However, understanding of Christianity as a global living faith is less secure. As a result, this narrows pupils' appreciation of it as a world religion.

The inspection findings indicate that the Duke of Norfolk Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 March 2024	URN	112868
VC/VA/Academy	Voluntary controlled	Pupils on roll	315
Diocese	Derby		
MAT/Federation			
Headteacher	Esther Bland		
Chair	Tom Plant		
Inspector	Claire Gibson	No.	2227