

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

### Old Dalby Church of England Primary School

#### Vision

Kind hearts, open minds, courageous spirits

Together we will explore life in all its fulness

Let us be concerned for one another, to help one another to show love and to do good. Hebrews 10:24

Old Dalby 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

- Leaders' conviction that 'doing the right thing' is the most important, stems from the school's Christian vision. This is at the forefront of decision-making. It ensures the flourishing of pupils and adults.
- Kindness is at the heart of the vision and evident throughout the school. As a result, pupils and adults are happy, fulfilled and valued.
- Collective worship is inclusive, inspirational and welcoming. It is valued by the school community. Consequently, they engage well and are developing spiritually.
- Pupils are eager to have their voices heard and to make a difference. This leads them to accept responsibilities and strive to make their school and community a better place.
- Parents value the kindness shown to them and their children. They trust school leaders and staff to treat them well and with respect. This creates effective partnerships that enhance pupils' flourishing.

#### Development Points

- Develop the school's understanding of spirituality. This is to enhance the ways pupils express the impact of opportunities for spiritual development on their lives.
- Ensure all staff have access to high-quality training on current developments in religious education (RE) to deepen the curriculum's effectiveness.



## Inspection Findings

Old Dalby is a small village school with a deeply embedded Christian vision. Pupils, parents and adults are proud to be part of this welcoming community, where treating people with kindness is the norm. The vision is enacted daily as pupils explore 'life in all its fulness'. They are enthusiastic learners and engage in the many opportunities the school offers. Leaders, including governors, ensure that the vision and context of the school drive decision-making. They have 'open minds', carefully considering their options and courageously pursuing the right decision rather than the easy one. This leads to focussed school actions that are clearly understood and agreed supporting the flourishing of pupils and adults. For example, making changes to school meals has resulted in greater pupil engagement with afternoon lessons.

This is a school community that helps one another 'show love'. Together they cultivate a culture of kindness which is evident throughout the school. Staff treat pupils well and so they treat each other well. Older pupils demonstrate kindness by naturally looking after younger ones during shared times. New pupils are welcomed by staff and pupils, so quickly settle in. Staff go beyond expectations to ensure the wellbeing of learners, such as reuniting a pupil with their comfort toy outside of school hours. Pupils are supported to understand their emotions through focussed teaching. This enables them to 'be concerned' and 'help one another'. Care extends to parents. Staff listen to them and respond to their needs ensuring they feel valued. Providing free meals for more pupils, with the support of the local community, is an outcome of such a listening exercise. As a result, the trust shown between the school, parents and the community is inspirational. Staff are well-supported by leaders. Opportunities for training and development are provided, enabling them to know they are valued as team members. Staff are keen to help and support each other through difficult times leading to strong relationships. Governors ensure staff and leaders are valued by investing in ways to show appreciation for their work.

The Christian vision effectively shapes the curriculum. Leaders courageously choose to take the school's values, weaving them throughout. This embeds them deeply in the pupils' learning. Effective strategies are in place to provide additional support for those who require it. Regardless of their starting points, pupils flourish. A wide range of extra-curricular provision is on offer. This is carefully planned and monitored. Hence, pupils from Key Stage 2 regularly participate in external sporting and physical activities. These are carefully chosen to increase engagement enabling them to 'explore life in all its fulness'. Opportunities for spiritual development are planned throughout the curriculum leading to pupils' spiritual flourishing. This is evident from the way they treat each other and reflect on their actions. However, because work on spirituality is in its early stages, the shared language of 'me, we, world' is not fully embedded.

The joy and enthusiasm in collective worship are palpable. Pupils and adults are invited to join in singing when entering. Worship themes are skilfully planned to align with the school's vision and values, providing meaningful opportunities for spiritual growth. Pupils talk freely at home about collective worship and how it enables them to think about their actions. The impact of worship, therefore, extends beyond the school. However, pupils' ability to express their own spiritual flourishing in worship is limited. Through regular feedback from pupils and adults, leaders ensure worship is inspiring and relevant. As a result of pupil voice outcomes, high profile is given to the use of corporate responses. Time and space for prayer, reflection and discussion is given. Pupils and adults think deeply and consider the impact of messages shared in worship on their lives. Staff are supported to deliver worship with increasing confidence through training, supporting their flourishing. Parents, including those who do not consider themselves religious, find the school services in church inclusive, warm, friendly and uplifting. The church, though



currently without a vicar, effectively works in partnership with the school ensuring links with the community are productive.

Through the curriculum and collective worship, pupils explore issues of injustice. Opportunities for responding are given. They are inspired by historical and contemporary figures, encouraging them to actively engage in making a difference. From this, their understanding of equity is enhanced. Pupils stand for election to the school council presenting their manifesto. They are elected by their peers who share similar passions and values. Current pledges include supporting the air ambulance, improving recycling practices, and enhancing the school grounds with more flowers. These are driven by the pupils' commitment to 'helping others' and 'doing good'. They are supported effectively in bringing their ideas to fruition, ensuring their voices are heard. Recognising its value to residents, visits to a local nursing home are increasing. Pupils' strong sense of social responsibility leads this initiative. They eagerly take on duties across the school. Older pupils voluntarily care for younger ones, building meaningful relationships. They initiate and run clubs at lunchtimes developing leadership skills, alongside their understanding of the value of service.

RE supports pupils' flourishing. This is because leaders recognise its value in shaping pupils' lives. They engage well because of the range of activities they undertake. The curriculum is carefully designed to ensure pupils explore topics in depth. As a result, their understanding of diverse religions and worldviews is well-developed, recognising variety within each. RE days enable opportunities for collaboration across key stages. These days empower pupils to discuss ideas and thoughts and supports cohesion across the school. Pupils reflect on their learning through challenging questioning that is carefully planned into the curriculum. This leads to a greater understanding of the world. High-quality training in current developments in RE has been provided by the diocese and shared between leaders. However, as not all staff have received it, its impact on the curriculum is limited.

## Information

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| Address            | Longcliff Hill, Old Dalby, Melton Mowbray, Leicestershire LE14 3JY |               |        |
| Date               | 5 February 2025  | URN           | 140095 |
| Type of school     | Single Academy Trust (Formerly Voluntary Controlled)               | No. of pupils | 158    |
| Diocese/District   | Leicester  |               |        |
| Headteacher        | Rosemary Browne  |               |        |
| Chair of Governors | Christine Todd   |               |        |
| Inspector          | Gavin Beetham  |               |        |