

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fritchley C of E (Aided) Primary and Nursery School			
Address	Church Street, Fritchley, Belper, Derbyshire DE56 2FQ		
Date of inspection	28 November 2019	Status of school	Voluntary aided primary
Diocese / Methodist District	Derby	URN	112880

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Fritchley C of E (Aided) Primary and Nursery School has 77 pupils on roll. All pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the previous inspection, the school has opened a nursery. In 2018 the school received an Ofsted inspection and was judged to be a 'Good' school.

The school's Christian vision

Fritchley is an inclusive, respectful, community focused school, built on the strong foundations of our Christian values. We reach out and invite in our local community to share our vision, worship with us and serve them humbly without reward.

Key findings

- Fritchley's Christian vision can be seen in every aspect of school life. Inclusivity, respect and a sense of community is shared by every member of the school community.
- The Christian vision is underpinned by theological learnings that are rooted within both collective worship and extracurricular Bible groups.
- The teaching of religious education (RE) is effective. It is well planned, and teachers provide pupils with the opportunity to tackle big questions. All views are respected which links in with the school's vision.
- Pupils now plan, as well as lead collective worship. The importance the school places on inclusivity has been a key driver in establishing this planning opportunity.
- The understanding of spirituality is an area that is not fully developed within the school community.

Areas for development

- Embed within the RE curriculum ways of gathering pupils' views of key religious concepts that will support school leaders to assess the impact of what has been taught and identify improvements.
- Develop the curriculum so that pupils are aware of the impact of Christianity on Britain's past, as well as on the lives of people worldwide.
- Identify a shared understanding of spirituality and provide occasions across the curriculum for its development.

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

Inclusivity and respect for others are at the heart of the school's vision and ethos. The wording for the school's vision has recently been formalised and links closely to their mission, ethos and values. Leaders and governors know their school well. Governors are driven by the vision to be inclusive, respectful and to serve the community without reward. The headteacher, staff and governors demonstrate a passion for the success and wellbeing of pupils at Fritchley. Close monitoring of vulnerable pupils ensures that all pupils can flourish, both socially and academically. Governors ensure that the leadership within the school do everything they can so that all pupils are given the opportunity to succeed. The school's Christian vision and values are at the heart of all decision making. Self-evaluation is secure and monitoring activities have led to improvements, such as including more role play and drama activities during collective worship.

Staff live out the Christian vision, giving up their time at lunch to be with pupils who require additional nurture support. This means they are successful during the rest of the day. The Christian vision has also driven staff to ensure all groups of pupils make progress and achieve well over time. The school has introduced a stillness and reflection time at the start of the afternoon sessions. Pupils talk about how this is a time that allows them to be calm and still and to think and reflect about themselves and others. A shared understanding of spiritual development is not fully established.

Relationships within the school are particularly strong and support the entire school community. This can be attributed to the school's vision and the example of care for all set by the headteacher. She takes a personal interest in all. Ensuring they feel included and welcomed, whilst supporting them to understand and appreciate the school's expectations for conduct and personal achievement. Consequently, behaviour is good, and everyone looks out for each other, regardless of year group or role in school. The behaviour policy outlines a supportive process that is centred around building and rewarding positive relationships in a mutually respectful Christian community. This approach is instrumental in helping pupils to consider the impact of their behaviour and to bring about reconciliation where there is hurt or disagreement. Incidents of bullying are rare and are quickly dealt with. Pupils speak of being supported by others and feel safe at school. This is evidenced by the work of the anti-bullying ambassadors during playtimes. At lunchtime, pupils sit at mixed age tables. Pupils talk about the support that they provide to the younger children, encouraging them to try new food. Adults give recognition to pupils when they demonstrate such service, something that the pupils value.

The inclusive and respectful nature of the school's vision results in each person being treated with dignity and respect. There is an understanding that everyone is part of the school community and as such, loved for being a unique individual. One pupil said, 'At school we talk about how Jesus and God love us all, no matter what.' Parents talk with enthusiasm about how the school's Christian vision has supported their children to flourish. They reference that staff will take their time to support their child's needs, not just academically, but socially too. This has led to pupils who progress academically, but also whose mental wellbeing is at the forefront of what the school stands for. Parents speak about how Christianity is central to what the school does, and not an add on. Arrangements for Relationships and Sex Education (RSE) are appropriate to the context. This allows pupils to explore healthy relationships within a Christian framework.

Fritchley's Christian vision supports the work it does with 'Nourish', a charity that supports homeless people living in Derby. Pupils talk about how it is important that they do what they can to support people who do not have enough money, to make sure that they do not go without food. They talk about difference with a maturity. One pupil said, 'Just because people might appear to be different, it does not mean that they are not nice and that I should not help them.' Serving others humbly, one element of the school's vision, is also lived out through a member of staff going twice a week to a local supermarket to collect food that would otherwise be recycled. This food is then used to support families within the school community.

Worship is invitational and inspires pupils and adults to form positive relationships, in which they respect and forgive each other. Pupils now sit together in their 'Fishy families'. Older pupils talk about how this helps them to support the younger members of the school during discussions about what they can learn from the Bible story

they have been looking at that day. Pupils learn from the teachings of Jesus. They enjoy the variety of creative approaches, such as drama, singing and quiet reflection. Pupils learn about aspects of the Anglican church through school worship, and through church services and visits. They lead, plan, monitor and evaluate worship through the 'worship team and planning committee'. As a result, pupils have now written and perform the welcome and farewell messages. Worship covers a wide range of themes, linked to the vision and values. This enables pupils to speak knowledgeably about the Bible and God as the Trinity. The parish vicar, who is spoken of highly by all, has a demonstrable impact upon the worship life of the school. Worship is further enhanced by the school's links with Valley CiDS (Christians involved in developing society) whose members lead acts of worship. They also offer a Bible themed 'Discovery club' which is well attended by pupils. A partnership with other local schools has supported pupils to develop their understanding of key Christian concepts.

The curriculum for RE is well-planned and embedded across other subject areas. RE is led effectively, teachers being supported by the subject leader. The school also utilises training provided by Derby Diocesan advisors appropriately. RE fully expresses the Christian vision, as pupils speak with knowledge and respect about world faiths. Pupils express their views and opinions on theological concepts in a safe and secure environment. They talk with maturity about how everyone should be treated fairly and that we are all the same underneath. Learning in RE is achieved through research, art, discussions and debates which pupils say that they enjoy. The school meets the statutory requirements, reflecting well the Church of England statement of Entitlement for RE.



The effectiveness of RE is Good

RE teaching and learning is consistently good. Using the data made available, and looking at examples of pupils' written work, attainment is at least in line with other subjects within the school. This can be said for all groups of pupils. The curriculum has been developed using new resources and staff training.

Headteacher	Karin Baker
Inspector's name and number	David Wood 907