

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

### **Youlgrave, All Saints' Church of England Voluntary Aided Primary School**

Alport Lane  
Youlgrave  
Bakewell  
DE45 1WN

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Derby</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Derbyshire
Date of inspection	03 May 2017
Date of last inspection	09 July 2012
Type of school and unique reference number	Voluntary Aided 112924
Headteacher	Heather Stelling
Inspector's name and number	John Clapham (775)

#### **School context**

Youlgrave, All Saints' is a smaller than average rural primary school serving 77 children and their families in the village of Youlgrave and surrounding towns and villages. The school is in close proximity to All Saints Church, who are currently appointing a new vicar. The proportions of pupils eligible for the Pupil Premium (those eligible for free school meals or who are in local authority care) are below the national average. The proportion of disabled pupils and those who have special educational needs are above average, although no children are currently supported with statements or Education Health Care Plans. Almost all pupils are from White British backgrounds and speak English as their first language. There have been significant staff changes since the previous inspection. These include the head teacher, who has been in post for two years.

#### **The distinctiveness and effectiveness of Youlgrave, All Saints' as a Church of England school are outstanding**

- Youlgrave, All Saints' school is characterised by high levels of care, where nurture and strong pastoral support are underpinned by the school's distinctively Christian character.
- The whole school community share a passion and vision for the school, and the head teacher and her team consistently demonstrate and live out the distinctively Christian values of the school with conviction and compassion.
- Children are valued as individuals and make a significant contribution to the life of the school through a wide range of responsibilities, including in collective worship.
- The school enjoys strong partnerships with both the parish and Methodist churches, with a high level of support and collaboration that clearly benefits the whole community.

#### **Areas to improve**

- Involve all groups of the school community in evaluating the impact of the school's Christian distinctiveness.
- Ensure that the Christian distinctiveness and values of the school are communicated explicitly through a review of the school website, policies and documents.
- Build on the high quality opportunities for reflection across the curriculum to develop classroom and outdoor reflective spaces.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Distinctively Christian values are deeply embedded in every aspect of the life of Youlgrave, All Saints' and are central to the whole life and witness of the school. Recent work with the diocese involving all staff and governors in exploring and reflecting on the Christian distinctiveness of the school has helped ensure that distinctively Christian values are clearly expressed and shared by the whole school community. The head teacher and her team share a vision that safe, loved and cared for children will have the tolerance and understanding of diversity to contribute meaningfully in modern Britain. This is lived out consistently through the school's distinctively Christian values. These values are well embedded across the life of the school and shape the vision, direction and day to day actions of the whole school community. This is clearly exemplified by the comment of a parent, who noted 'The Christian values of our school make a big difference because we see them in everything.' High levels of care and emotional support, and well targeted nurture programmes, are key characteristics of the school and impact strongly on children's mental health and their spiritual, moral social and cultural development (SMSC). As a result, attendance is very high and children value school as a safe, happy place. Children know that any issues are dealt with quickly and fairly and so they are confident and feel valued. The school has prioritised the early identification of a range of needs in children, and is working hard to ensure that extensive provision is in place to meet the children's academic and SMSC needs responsively. Parents report the school to be 'a happy caring place', where the actions of school and church collaborating to support the community are mirrored in the actions of children working together to support each other. Many children demonstrate a tangible confidence and self-belief. They are secure in themselves and keen to integrate with others. On the playground, children encourage and include each other, with older children willingly caring for younger children. One parent noted that 'Mrs Stelling [and her team] genuinely cares about all parents and families as well as the children - the care extends to the whole family and the village.' Children take their responsibilities seriously, particularly as collective worship monitors, school councillors, sports leaders and in caring for each other as a whole school community. They are keen to live out their Christian values and demonstrate their care and compassion through a wide range of charity support and fundraising locally, nationally and indeed around the world. Strong support for joint church and school initiatives, such as collecting Christmas shoeboxes and an Armistice Day Royal British Legion service have increasingly demonstrated children's understanding of and empathy for others. This has also had the impact of raising the profile of the school's distinctive Christian ethos in the community. As one child commented, 'We care for each other here and join everyone in and help each other because that is who we are at our school. We show unity because we are all together in a family.' Parents and children report that any issues are dealt with quickly and with sensitivity and compassion.

### **The impact of collective worship on the school community is outstanding**

Collective worship is valued as an important part of the school day, where all staff and children gather daily to share in the school's distinctively Christian character. Daily worship at Youlgrave, All Saints' is relevant, inspirational and inclusive. It invokes a strong sense of community and clearly inspires the thinking and day to day actions of the whole school. Worship monitors make a significant contribution to the planning, leading and evaluation of collective worship. This includes leading greetings and prayers, which are conducted reverently and with great value attached to the role. The school does not yet more formally monitor the impact of collective worship or involve other members of the school community in this process. Collective worship is highly interactive and involves the children in discussion, meaningful reflection, drama and enthusiastic singing. Well planned worship draws strongly on biblical material, supporting children's high level of biblical understanding. Christian values are covered in a two year cycle, with clear application to the children's lives. Themes from collective worship are regularly followed up in classrooms. This is highly effective in ensuring that the Christian values of school make an impact on children's SMSC development through worship. Prayer is clearly valued across the school community and is an important part of the school day. Parents and children particularly appreciate the community prayer book, which the school uses to pray for the children, families, and wider community. A wide range of visitors from local churches lead worship throughout the year, including local clergy and the Matlock Area School's Trust. This is giving children a growing understanding of a range of Christian tradition and practice, as well as a good understanding of God, Jesus and the Holy Spirit. An area for development from the previous inspection was to explore ways of making collective worship more accessible to parents by using the church on a more regular basis. The church is now regularly used by school for worship, including for the celebration of Christian festivals, as well as new joint services on Sundays, which are increasingly well attended. Displays are produced independently by children in house teams as part of worship to show key features of key Christian festivals and are displayed in church. These link collective worship with religious education very effectively and demonstrate a deep understanding and a high level of spirituality in the children.

### **The effectiveness of the religious education is good**

Religious education (RE) has a high profile in the life of Youlgrave, All Saints' school, with whole school RE weeks each term giving children a level of freedom to think creatively and make decisions. Children are developing a good range of enquiry skills and can demonstrate real perception when asking and answering questions of meaning and purpose. The quality of teacher questioning is a strength across the school and supports children in expressing their feelings and beliefs, showing a great deal of tolerance and respect for the feelings and beliefs of others. Children use the Bible as a key source of evidence, and use this in their enquiry to explore and find answers for themselves. Structured discussion within groups and pairs of children demonstrates an impressive level of biblical understanding. SMSC is well embedded in RE as it is across the whole curriculum. This ensures that the children's understanding impacts on their attitudes and behaviour throughout school. Teachers have a good understanding of each child's attainment in RE through regular and accurate assessment, and through consistent marking and feedback. Early Years Foundation Stage assessments have a clear and consistent focus on SMSC. Assessments for RE are not currently collated to give leaders and governors an overall picture of patterns in RE standards of attainment or progress across the school. Whole class RE books in each class are effective in showing children's understanding of Christianity across the breadth and depth of the RE curriculum, with clear progression as the children move through school. This has been developed significantly since the implementation the new Understanding Christianity resource. Governors have fully involved themselves in RE staff training events, such as recent training on Understanding Christianity, and are well placed to understand and monitor the impact of these major curriculum changes. The parish church is regularly used to support the teaching of RE, making the most of its proximity. As one parent observed 'the church is an extension of our classrooms: it is used as a wonderful learning resource for our children.' Parents have noted that the school's approach to the study of world religions, 'really helps our children's understanding of tolerance and prepares them well for life'. Recent engagement with the Derby Open Centre has greatly supported the children's understanding of difference and diversity. The RE curriculum meets statutory requirements, with the teaching of Christianity given prominence. The RE subject leader is proactive in supporting and challenging staff to constantly improve their practice.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Youlgrave, All saints' school is well led at all levels and has made a great deal of progress since the last inspection. The headteacher and her team are highly dedicated to the school and passionately and articulately live out the school's distinctively Christian values with love and compassion. The head teacher has worked hard to develop links with local church denominations, resulting in positive and supportive links with the Methodist minister alongside members of the parish church. In spite of a period without a parish vicar, these initiatives of the school leadership have ensured that the school continues to be well supported, with mutual benefits for both school and local churches. This has ensured that local churches are seen as open and welcoming by families. Foundation governors, alongside the head teacher and parishioners have been instrumental in involving children and families in the life of the church, where many parents now report they feel more comfortable to attend and participate. School special services held in church and Sunday family services are well supported, and have helped strengthen links between, school, church and the wider community. As one parent noted, 'Church and school are now one family.' A governor summed this up well, noting that, 'school and church together are pillars of this local community.' Informative monthly contributions from the school in the 'Bugle' village magazine, the hands on approach of governors in publicising and celebrating the achievements of the school and school involvement in many community events have raised the profile of the school's unique and distinctive Christian ethos in the community. This was an area for development in the previous inspection, and is now a strength. The school has an 'open discourse' with the parish council and the wider village community, resulting in the school increasingly seen as at the heart of this community. Whilst the school's Christian values and vision impact positively on the school, they are not yet communicated clearly through the school website and other documentation. A comparatively large number of new foundation governors have recently joined the governing body. These have been well supported by local clergy and high levels of engagement in diocesan training. Governor induction is rigorous and systematic and includes key information on the school Christian distinctiveness. Governors have a strong understanding of progress and standards in Maths and English through insightful self-evaluation, although similar processes for monitoring the impact of RE and collective worship are not yet fully developed. All areas for development from the previous inspection have been fully met. RE and collective worship are well led by the head teacher and meet all statutory requirements.