

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dilhorne Endowed CE (A) Primary School

Godley Lane Dilhorne Stoke-on-Trent Staffordshire ST10 2PF

Current SIAMS inspection grade	Good
Diocese	Lichfield
Previous SIAMS inspection grade	Satisfactory
Date of academy conversion	31 August 2015
Name of multi-academy trust	The Moorlands Primary Federation
Date of inspection	10 May 2018
Date of last inspection	9 May 2013
Type of school and unique reference number	141770
Executive Principal School Leader	Jared Eccles Kerry-Ann Abbotts
Inspector's name and number	Mark Cooper 425

School context

The school is a smaller than average rural primary school. The school has an average intake of pupils qualifying for pupil premium (PP) and those having special educational needs (SEN). Since the last inspection the school has become part of The Moorlands Primary Federation (TMPF). There have been some staff changes with the appointment of a new Head of School and two newly qualified teachers (NQT's). The school is a 'Farm School' benefiting from its own farm on site.

The distinctiveness and effectiveness of Dilhorne as a Church of England school are good

- The leadership in school and from the federation ensure that the Christian distinctiveness is established and maintained.
- The good behaviour of pupils which exemplifies the school's Christian values and virtues of trust, peace, mindful and friendship.
- The opportunity the school provides pupils to plan and lead collective worship.
- The leadership of both religious education (RE) and collective worship which ensure both are well planned and resourced within school and across the federation.

Areas to improve

- Develop class worship reflection books so that pupils have the opportunity to record their responses to class worship themes.
- Embed 'Understanding Christianity' and it's assessment within the RE curriculum to deepen pupils understanding of the Christian faith.
- Introduce monitoring and evaluating practices that focus on the impact of the Christian distinctiveness on the school community.

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

The school's Christian vision based on its motto, 'Growing in faith and learning' underpinned by four core values and virtues of trust, peace, mindful and friendship, effectively promote the Christian foundation of the school. In addition to these core values and virtues the school has adopted the values of wisdom, hope, community and dignity which are beginning to help pupils to think more deeply about the Christian faith on their own lives and others. The school's and the federation's leadership ensure that this vision and its values and virtues are fully supported, promoted and encouraged within school. This has had a positive impact on the ethos of the school and the wellbeing of its pupils which is enabling them, including the most vulnerable, to make positive progress in their learning. Attendance is just below the national average but the school is working hard to improve this. Exclusions are rare and the school has a good reputation for supporting those pupils with SEN and those that have been excluded from other schools. Pupils say they feel safe, secure and supported in school. This is confirmed by parents who believe the school provides their children with a good education. Pupils are able to talk about the importance of the school's values and virtues and how they impact on their lives both within and outside of school. They say they help them to be more mindful of other people's thoughts and feelings and help them to build positive relationships within school. Some pupils are able to make connections between these values and virtues with the life and teachings of Jesus. They talk about how the parable of the Good Samaritan helps them to think more deeply about peace and friendship and relate the value of trust to Jesus picking trustworthy disciples. The school farm is having a positive influence on pupils. It helps them to appreciate God's wonderful creation and to build positive relationships that strengthen the school community. All pupils talk about feeling valued irrespective of background or ability and feel fully included in all aspects of school life. Pupil behaviour and attitudes towards one another is good. They support one another both inside and outside the classroom. Parents confirm this, saying there is no issue with pupils showing discrimination towards fellow pupils. The school environment is welcoming, nurturing and fully inclusive. Displays around the school enhance the school's Christian ethos. The emphasis the school places on learning about other faiths and cultures is having a positive impact on pupils. The school's multicultural link with Malaysia is deepening pupils' understanding of values in Islam. Pupils talked with some clarity about how Muslims care for others through the giving of zakat (charity) and the difficulties that sawm (fasting during the month of Ramadan) must have on them. They also felt learning about other faiths and cultures helped them not to stereotype or to be fearful of other cultures. Spiritual, moral, social and cultural development (SMSC) is good. Cross-curricular work based on the world cup in Russia provided an opportunity for pupils to explore the cultures and beliefs of some of the different countries taking part. Collective worship and RE contribute well to the development of SMSC. Collective worship helps pupils in their understanding of the school's values and virtues and what these mean for them and others. RE is planning a day to develop and deepen pupils' awareness and understanding of both Judaism and Islam. Involvement in charities, such as Donna Louise and Douglas MacMillan, help pupils to appreciate those people in the world less fortunate than themselves. Further opportunities for pupils to deepen their understanding of the school's values and virtues should, however, be explored.

The impact of collective worship on the school community is good

The federation has adopted a collegiate approach as to how collective worship is managed, planned and resourced. The school therefore benefits from the expertise of a worship leader from one of the other schools within the federation. Worship complies with statutory obligations providing a daily act of worship for pupils that is well-managed, planned and resourced. It is a mixture of whole school, class, visitor, praise and celebration. Collective worship is planned around a weekly theme which is linked to one of the school's values or virtues, supported by biblical scripture. Class worship builds on this theme giving pupils the opportunity to ask further questions, be reflective or write prayers. Worship helps pupils in their understanding of Christian beliefs and they are able to talk about and explain the meaning and importance of the Trinity. Pupils value the opportunities they have in class worship to think about and reflect upon the weekly worship theme, write prayers of thanks or talk about things that are concerning them. A pupil worship council has recently been established and this is giving pupils the opportunity to plan and deliver worship. Pupils involved in the worship council like this leadership role and the responsibility they have to contribute to this important aspect of school life. The act of worship observed was led by pupils and focussed on the school's value of friendship. Pupils were encouraged through questions and answers to explore what friendship meant for them. This was then applied to secular views and the biblical teaching. Pupils were fully engaged and respectful of their peers and obviously enjoyed their worship experience. Prayer has an important place in school life with a midday and end of school prayer being said. Pupils also have opportunities to post their own personal prayers in their class prayer boxes. The worship coordinator introduced an innovative worship resource for class worship called, 'Taming our Monsters' with a focus on helping pupils address personal issues such as anxiety, fear, anger etc. This has helped pupils with their own personal wellbeing to identify in themselves and others when things are not right and to do something positive about it. Pupils have the opportunity to develop their

understanding of Anglican liturgical worship, including the Eucharist, which is led monthly by the local vicar either in school or church. Parents and other members of the local community attend these. Parents say they feel this has brought the school and its local community closer together. Because of this, some pupils and their families have been baptised and others have gone on to be confirmed within the Anglican church. The school ensures that Christian festivals such as Christmas, Easter, Harvest and Pentecost are celebrated.

The effectiveness of the religious education is good

The federation has adopted a collegiate approach as to how RE is managed, planned and resourced across the federation. The school therefore benefits from the expertise of a RE leader from one of the other schools within the federation. Progress of pupils in RE, including the most vulnerable, is better than that in reading, writing and maths. The quality of teaching and learning in RE is good. This is confirmed by the school's own monitoring and evaluative procedures. The teaching of RE follows a question based approach which is pupil led. This approach is supported by the resource 'Understanding Christianity' (UC) and the Diocese of Lichfield's own RE resource. Pupils are engaged in their RE learning which is delivered in a variety of creative ways. They talk positively about their learning in RE saying it provides them with a safe space in which to ask questions and that their responses are taken seriously and valued. They describe their RE lessons as fun to be in but acknowledge that they are learning at the same time. Pupils' understanding of the Christian faith is deepening through the implementation of UC which has recently been introduced. Pupils are able to talk about the parables of the Lost Son and the Good Samaritan and how these teach them about forgiveness and helping others. Some talk about how the parable of the Lost Son helps them to think about God as a Father who is both loving and forgiving. Their understanding of the importance of Jesus in the Christian faith is good. They talk about Jesus being the Son of God, the significance of his crucifixion to bring about the forgiveness of sin and the importance of his resurrection. Some could relate aspects of Jesus' life and teaching to some of the school's values and virtues. Their understanding of other faiths, particularly Islam, is very good. Further opportunities to extend the learning of the most able and older pupil's in the mixed age teaching groups should be considered. The work scrutiny conducted looked at both RE and the corresponding literacy exercise books and revealed the quality of RE was often of an equal standard to literacy. RE contributes to cross curricular activities and there is a planned RE day that will explore the Jewish and Islamic faiths. This will contribute well to pupils understanding of different cultures, beliefs and practices. The school complies with its statutory obligations for the delivery of RE as stated in the 'Statement of Entitlement for RE.' The school is implementing an RE assessment tool based on UC assessments but this is still in the early stages of development within school and across the federation. Monitoring and evaluative procedure for RE are in place and are being conducted more regularly.

The effectiveness of the leadership and management of the school as a church school is good

Although the current federation management structure has only recently been established, it is rapidly having a positive effect on its schools, including Dilhorne. There is a collegiate approach across the federation that ensures it works as one body whilst accepting and respecting the individual contexts of each school. The executive headteacher, RE and collective worship leaders and trustees are supportive of Dilhorne's foundation as a church school. They have a clear understanding of the direction in which they want to take the school and how they will continue to build on improvements already achieved. Pupils have opportunities to flourish and aspire to achieve their God given potential. The school is clearly benefiting from the expertise of other leaders and teachers from across the federation. In particular the expertise of both the RE and collective worship leaders is having a positive effect on those who work and learn in the school. Pupil wellbeing is important, and the school not only provides them with support, but also their families. A link trustee has been allocated to the school that reports back to the Pupil Welfare Learning & Achievement (PWLA) group on RE and collective worship, where recommendations can be discussed and actions implemented. Monitoring of the impact of the school's Christian character on pupils is taking place but is more descriptive rather than evaluative. Relationships between the school and church are very good. Members of the church say that the school is welcoming and wants them to have an active role in school life. Parents concur with this and say that the school listens to and acts upon concerns that they might have. Newly qualified teachers (NQTs) feel supported and are enjoying the start of their teaching career in the school. The school has a good relationship with the diocese through its designated Christian distinctiveness advisor (CDA). The CDA has provided invaluable support to the school, helping it to implement UC and providing continued professional development (CPD) to NQTs, teaching and support staff. The leadership has addressed the development points from the last inspection.