

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kirk Langley Church of England Primary School

Address	Moor Lane, Kirk Langley, Ashbourne, Derbyshire DE6 4LQ		
Date of inspection	02 October 2019	Status of school	Voluntary controlled primary
Diocese / Methodist District	Derby	URN	112833

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

School context

Kirk Langley is a small primary school with 88 pupils on roll. The majority of 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. There have been significant changes in leadership and staffing since the last inspection. A large building programme is in progress.

The school's Christian vision

'A school where every child can shine'

'Those who have insight will shine brightly like the brightness of the heavens, and those who lead many to righteousness like the stars for ever and ever.' Daniel 12: 3

Our vision and values, built on the living Gospel of Jesus Christ, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be respectful, confident, thriving citizens.

Key findings

- The Christian vision of leaders enables everyone to flourish and express their uniqueness. They recognise that all are made in the image of God and can shine like stars in different ways. Not all leaders express this securely.
- The biblically rooted values pervade the school's work, including in challenging times. They provide a constant reference point in the school as the teaching of Jesus is lived out.
- Collective worship inspires everyone to think deeply and live differently. Some themes are not given biblical context, so understanding the impact of the whole Christian narrative is insufficiently deep.
- Religious Education (RE) nurtures understanding of theological concepts that underpin the Christian faith. It enables pupils to understand and celebrate diversity in faiths and world views, so that they live comfortably with contradictory convictions.

Areas for development

- Strengthen the impact and articulation of the schools' powerful vision so that the context of biblical ideas is fully shared.
- Enhance the relationship with the church and clergy in order to deepen the theological context in worship and to enable pupils to experience the profound richness of Anglican worship.
- Develop collective worship planning to ensure that varied biblical teaching underpins all themes and secures deeper understanding of how the whole Christian narrative can inspire life choices.

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

The headteacher is guiding the school on a journey of raising aspiration. Christian vision is underpinned by belief in the unique potential of all, in God's sight. This drives the school to overcome barriers to learning so that each pupil has the greatest life chances. This is not fully explained and expressed in biblical and theological terms by governors. However, they monitor the school's work effectively to ensure the vision is lived out. The school welcomes pupils who experience difficulties in other settings, nurturing them to flourish personally and academically. This is a practical expression of the leaders' inclusive vision. Partnerships with parents help pupils to catch up quickly if they fall behind. Promoting 'growth mindset' is raising pupils' expectations of themselves and developing their perseverance, confidence and curiosity. Mistakes are valued and learned from for adults and pupils, creating a positive learning climate. Consequently, pupils, including those who are vulnerable, make good progress and achieve standards similar to those found nationally. Embracing the Church of England's vision for 'life in all its fullness', leaders believe that 'each star shines differently'. They deliver a broad, creative curriculum with rich extra-curricular choices, enabling each pupil to unlock their gifts. There is determination that pupils' lives will be enhanced, not hampered, by the school's size.

RE deliberately supports the school's inclusive, aspirational vision. Treasuring the diversity in its community, connections in nearby Derby enable pupils to encounter a greater breadth of backgrounds in their activities. Events such as a service in the cathedral show the diversity in the church. Through RE, pupils understand, celebrate and debate alternative faith and world views. They respect the beliefs of everyone. Pupils explore 'big questions' about the world and they consider human rights. These topics engage pupils to recognise and challenge injustice, inspiring them to act as 'change agents'. The school council leads in raising money for charities. They speak passionately about supporting, with the diocese, a school in Kolkata, to provide education for children in India. Use of the 'Understanding Christianity' resource is deepening pupils' biblical and theological understanding of the Christian faith and its impact on believers. Variety in activities enables pupils to express their views and questions in ways that are meaningful for them. All pupils, therefore, make good progress in RE. Assessment demonstrates that almost all pupils achieve the expected standards and over a quarter exceed them.

The school's aspirational vision of flourishing for all has sustained it through recent turbulent times and enabled healing. The small staff team now watch over one another with love. Working together, they support each other professionally and personally. Training and support for staff to grow at all career stages, is a strength. For example, partnership with the diocese has ensured that the whole team understand what it means to work in a church school. The Church of England Professional Qualification for Headship is accessed as a pathway to equip future church school leaders. Leaders, including governors, encourage everyone and prioritise their well-being in policy and practice. Focusing on God-given uniqueness, leaders promote good mental health. They support pupils who struggle, for example through the 'Anxiety Gremlins' programme. Parents feel welcome and included in the school and praise school staff, who 'because of the school's vision always make time for them'. Positive relationships between adults are reflected in those between pupils. They respect each other and consider one another's feelings. Pupils behave very well. Relating this to the school's values they explain 'our values remind us that we are a community of human beings with the same value'. Bullying is extremely rare and there have been no exclusions in a long time. Pupils resolve small conflicts, talking of Jesus showing forgiveness and reconciliation. The curriculum allows pupils to understand different relationships. They are open and enlightened in their talk of uniqueness and difference, stating that 'you can love whoever you want; we can be unique but unique as one'.

Collective worship is at the heart of the school. Biblical teaching inspires pupils to think deeply about how to be all that they can be and how they might make a difference for others. Music, silence and reflection provide poignant spiritual moments to find peace, comfort or challenge. Pupils pray aloud readily and spontaneously. Intentional opportunities are given for spirituality to overflow into the school day, made visible in the reflection spaces around the school and in conversations between pupils and adults. Collective worship includes some limited Anglican traditions. There is a strong pastoral relationship with the church and clergy, including for worship. This does not enable pupils to encounter the profound richness of Anglican worship. Clergy involvement in expanding theological context in worship is not fully developed. The lighting of the Trinity candle places the trinitarian nature of God at the centre of worship. Pupils describe God the Father as creator, God the Son as teacher and God the Holy Spirit as inspirer. The school family value regular worship in the church, which is seen as an extension of the school. A moving re-enactment of the Last Supper in Holy Week contributed to pupils' emerging understanding of the Eucharist. Since the last inspection pupils are more involved in the planning,

delivery and evaluation of worship. They are enthusiastic to participate and appreciate time together to consider their place and part in God's world. Planning for worship includes the church year and times of significance such as Black History Month and One World Week. Stories from the life of Jesus and the parables he told are beginning to develop understanding of community and the school's values in biblical context. All staff are well supported to lead worship. Training from the diocese has improved their practice. The leader of collective worship inspires the team to make worship creative and relevant. Long-term planning does not include explicit and varied biblical teaching for all acts of worship and themes. Therefore, pupils do not understand how the whole Christian narrative inspires life choices.

The Christian vision of inclusion and aspiration shines brightly in this small church school. Leaders have achieved much in a short time as they strive to illuminate each star to shine uniquely.

Headteacher	Jayne Stevenson
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