

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dinting Church of England Voluntary Aided Primary School			
Address	Dinting Vale, Glossop, Derbyshire, SK13 6NX		
Date of inspection	21 January 2020	Status of school	Voluntary aided primary
Diocese	Derby	URN	112884

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Dinting is a small primary school with 140 pupils on roll, many of whom come from outside the school's catchment area. 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 also below national averages. The head teacher supports other schools as a local leader of education.

The school's Christian vision

'Love your neighbour as yourself.' Matthew 22:39

The school expresses this vision by focussing on: love of learning; love of community; love of people; love of God and love of life itself.

Key findings

- As a tangible expression of the Christian vision, Dinting school is a highly inclusive, compassionate and caring community where every child is valued and nurtured as the person God created them to be. This vision underpins the whole life of the school and informs every decision that is made.
- Pupils, parents and staff are treated with dignity and respect and are enabled to flourish through a culture of care, encouragement and hope.
- Collective worship is highly valued by all members of the school community as the lifeblood of the school. It significantly influences the lives of both pupils and adults and enables them to flourish. This is particularly through provision for prayer and regular opportunities to engage meaningfully with the Eucharist.
- RE at Dinting is inspiring, challenging and engaging because it is exceptionally well led. A well-structured enquiry based approach empowers pupils to explore their own convictions, and those of others with a deeply profound level of understanding.

Areas for development

- Use the website and school environment to more clearly articulate the Christian values that flow from the school vision so that the impact is more sharply focused.
- Develop pupil's concern for social justice beyond their fundraising and staff led social action to empower them to be articulate advocates of change.

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

Dinting school's long established Christian vision of 'love your neighbour' is based on practical and heartfelt expressions of love and care for the whole school community. This has an exceptional impact on both the daily life and strategic direction of the school. As a consequence, challenging decisions are made by school leaders with compassion and a genuine care for the individual needs of every child. Whilst Christian values flow naturally from the school vision, these values are not as clearly articulated. The school is characterised by exceptionally strong support and nurture for pupils and families. As a parent said, 'we feel totally supported because staff take the time to listen- I love the staff because they care so much.' Professional development is given high priority for staff and governors, including through effective partnerships with other schools and the diocese. Every opportunity is taken to empower staff to flourish personally and professionally. Staff feel valued and are respectful of each other. Governors are highly involved in the life of the school. They make significant contributions to collective worship and to spiritual development across school. They clearly understand the impact the Christian vision has on the life of the school. The whole staff team works with governors to evaluate the school's effectiveness and collaborates in the school improvement planning process. Through this, the whole school community are working towards a shared purpose.

All pupils, including the most vulnerable, are well supported and have their needs met exceptionally well. Consequently, pupils achieve to the best of their ability and have strong attitudes to learning. Parents report that their children are highly engaged because, 'teachers take the time to encourage and bring the best out of every child.' This commitment to do the best for each individual child is understood by everyone as a natural outworking of the Christian vision. A strong shared understanding of spiritual development inspires a culture where pupils think exceptionally deeply. They have a well-developed understanding of how they relate to themselves, to others, to the wider world and to God. Staff regularly address questions and opportunities that arise spontaneously across the curriculum.

The school vision of 'love your neighbour as yourself' has widened pupil's perspective to consider the needs of others beyond their own locality. This inspires the whole school community to consider their actions in line with God's Word. A mutually beneficial partnership with Neema School in Kenya impacts positively on children's cultural development. Pupils enjoy collecting items and raising money for a range of charities and are proud of the difference that they make. Through a focus on Fairtrade, pupils are developing an understanding of justice and inequality. Currently, however, there are few opportunities for pupils to identify and challenge injustices and become advocates of change. Stereotypes are challenged sensitively and appropriately through collective worship and across the curriculum.

Relationships within and beyond the school are firmly rooted in the Christian vision, with everyone given the support, encouragement and opportunity to thrive. Pupils value the opportunities that they have to make a tangible difference to decision-making progresses. A leaflet produced by pupils on bullying and a child-led collective worship have significantly raised awareness, contributing to an ethos of care and respect. They understand and live out the Christian principles of forgiveness and reconciliation. A child explained 'our school vision is love your neighbour and this means that we help and care for others, even if we fall out with them.' The golden rule of, 'treat others how you would want to be treated' resonates through the whole life of the school and impacts strongly on children's exceptional behaviour and attitudes towards each other. A recently appointed family support worker works alongside the head teacher to give exceptionally strong and compassionate support to those in the most challenging circumstances. Pupils, trained as mental health ambassadors, take their roles extremely seriously and help ensure that the school's love and care extends across the whole school day. A parent observed, 'school could not do more to support my child emotionally, there is such an atmosphere of care here.'

Dinting school is highly inclusive and welcomes all with dignity and respect as precious children of God. Pupils feel listened to and their viewpoints are treated with respect. A cycle of visits to places of worship has contributed to pupil's keen understanding and appreciation of difference and diversity. Personal, social and health education is at the heart of the curriculum and is integral to the school vision.

Collective worship is valued by all members of the school community as the lifeblood of the school. It is inclusive yet invitational: everyone's involvement is welcomed, but without compulsion. The whole school community celebrate communion together as part of collective worship. This moving and deeply spiritual occasion is relevant and accessible for everyone, deeply rooted in both the biblical narrative and church tradition. Children show a tangible sense of awe and wonder and reverence for this Christian observance. Pupils take on a wide range of roles in planning, leading and evaluating collective worship in school. This was an area for improvement from the previous inspection and is now a significant strength. Opportunities for prayer are deeply embedded across the life of the school. Prayers written by each class on the themes of thanking and pleading form an important part of worship. The school engages exceptionally well with local clergy in ensuring that collective worship supports pupil's biblical understanding and spiritual development.

Pupils are inspired, challenged and engaged by RE. A creative, enquiry based approach empowers children to confidently explore their own and others' convictions with a deep level of understanding. The Understanding Christianity resource is used effectively to support children's theological understanding of Christianity. Quality questioning supports them in thinking deeply about their own identity and the person of God. Pupils are knowledgeable and respectful of other religions and world views. As one child noted, 'some people treat others differently, but learning about religions helps us understand people's beliefs so that we can respect each other.' The school has achieved the Gold RE quality mark in recognition of the outstanding contribution RE makes to children's spiritual, social, moral and cultural development.



The effectiveness of RE is Excellent

The quality of teaching in RE is consistently good or better and clearly shown through rigorous monitoring. Progress is evident in RE books, with strong evidence of pupil's depth of understanding. Assessment systems are robust, so cohorts who are not making expected progress are quickly identified and appropriate provision put in place. A new RE assessment system, that is consistent with other core subjects, is being rolled out and is already helping identify individual pupil's next steps effectively.

Headteacher	Lynn Elliot
Inspector's name and number	John Clapham 775