

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Selston Church of England Voluntary Controlled Infant and Nursery School	
Nottingham Road, Selston, Nottinghamshire NG16 6DH	
Current SIAMS inspection grade	Outstanding
Diocese	Southwell & Nottingham
Previous SIAMS inspection grade	Outstanding
Local authority	Nottinghamshire
Date of inspection	25 May 2017
Date of last inspection	24 May 2012
Type of school and unique reference number	Voluntary Controlled Primary 122745
Executive Headteacher / Head of School	Jo Redfern / Alison Taylor
Inspector's name and number	Liz Youngman 465

School context

This is a smaller than average infant and nursery school of 114 pupils including 20 in nursery. It is in collaboration with a small voluntary aided church infant school locally. The head of school is currently acting head of school at both schools covering maternity leave. The executive head teacher is executive headteacher of both infant schools and is also responsible for a church primary academy that is in the diocesan multi-academy trust. The school has recently started provision for 2 year olds within the Foundation stage unit. The current leadership arrangement has been in place for three years since the previous head retired. There are very few children who have English as an additional language. Most pupils are of White British heritage and approximately 15% are from disadvantaged backgrounds.

The distinctiveness and effectiveness of Selston Church of England Infant and Nursery School as a Church of England school are outstanding

- An exemplary partnership between church and school ensures the deeply Christian character of this school.
- Exceptional leaders, including governors, live out their Christian values in all aspects of strategic leadership. This ensures the inclusion of all pupils in a harmonious community, highly valued by parents.
- High quality early years' provision and a commitment to meeting the needs of individuals means young children with additional needs or from disadvantaged backgrounds settle quickly and make rapid progress.
- Standards of behaviour amongst pupils are extremely high and linked to the Christian character and values of the school.

Areas to improve

- Develop the teaching of religious education (RE), such as through the use of Understanding Christianity resources, to provide greater challenge especially for more able pupils.
- Provide regular opportunities for learners to plan, lead and evaluate collective worship to enhance their spiritual development.

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

The Christian character of Selston Infant and Nursery school is the main driver behind the policy and practice that meets learners' needs in this happy church school. Staff are correct when they say, 'Christian values drive us as a school and are fundamental to all we do'. The mission statement of the school emphasises their commitment to putting children first and 'nourish, challenge, prepare and inspire them within a Christian ethos'. The school's Christian values displayed in school are too numerous to be easily remembered by pupils, staff and parents. However, their values of joy, trust, forgiveness and friendship are highly evident and shape relationships amongst all. Parents' views that friendship and trust are the foremost Christian values in school were confirmed during the inspection. Following the strapline 'opening hearts and minds', the school ensures these young learners make accelerated progress, especially those with additional needs and from disadvantaged backgrounds. Inclusive practice is central to the work of the school and is firmly based on its Christian character.

The school's Christian character is evident in the calm and harmonious learning environment, supporting pupils' personal development and wellbeing extremely well. This is achieved through an approach to behaviour management that encourages the children to discuss and problem solve when issues occur and then make the right choices. Therefore, there have been no exclusions or serious behaviour incidents for years. Behaviour of learners is of the highest standard as they quickly learn if there is an issue, 'we don't do that here!' Playground Pals help others on the playground who need a friend to play with. The children are extremely supportive of each other, demonstrating their Christian value of friendship. This value is also shown in the way a child about to be excluded from another school, has been supported to make a successful transition to Selston. The school leaders' decision to accept this 'managed move' is based firmly on the Christian values of the school. Inspection evidence confirmed one parent's view that their very young child with additional needs has received 'overwhelming' support from staff and other children.

Through their 'Take care' approach and curriculum based on themes from the Nottinghamshire syllabus for RE, the spiritual, moral, social and cultural (SMSC) development of all learners is assured. In discussing work on 'Jesus the Miracle Maker' a Year 1 child excitedly said, 'Jesus came back to life, he walked on water and he made water turn into wine', knowledge confirming RE's high status as the basis of curriculum planning. It also shows the very significant contribution of RE to the Christian character of this church school. A wide range of texts is carefully chosen across different subjects closely matching the RE themes to promote pupils' understanding of diverse communities. An example of pupils' openness to diversity is shown by a Year 2 child keen to describe Bhangra dancing as part of work on Sikhism. This is further promoted through the school's 'Festival days' such as on Chinese New Year. Learners have a full age appropriate awareness of Christianity as a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Collective worship and prayer are at the heart of life in this church school. Children and adults join together in meaningful and distinctively Christian acts of worship. The school's Christian values, such as forgiveness, koinonia (community) and hope, are set in a Christian context and used to plan worship times that encourage children to ask 'I wonder why...?' questions. The school works in partnership with the vicar and curate from St Helen's parish church in an exemplary way. The strength of this is shown in the way they come together in times of need, such as following the death of a member of the school community. The whole school community also gathers together in church for special services such as Harvest Festival, Christingle and Easter. Staff, pupils and parents describe how these special times are meaningful to them.

Collective worship and other experiences are used very well to support SMSC development. For example, children and staff stood together respectfully for a minute's silence outside at the end of playtime, in a moving tribute to remember the victims of violence. Links were made by the head of school to the similar time on Remembrance Day. Learners frequently lead prayer both in their classrooms and in whole school worship. They are confident to read prayers they have written or just pray out loud. Year 2 children led sensitive prayers in whole school worship about the need for people to forgive each other. Each class has their own daily prayer and an area for reflection. Y1 children have an area for PASTA prayers, standing for Praise, Ask, Sorry, Thank you and Amen, when they put a piece of pasta in a pot for each part of the prayer. One child related this clearly, saying she often liked to do this. Year 2 children described a similar reflection space they can use at different times during the school day where Lego is used to build a prayer house. They say the outside spiritual garden is somewhere to 'just sit there and have peace' or 'calm down and say prayers'.

Collective worship has a profound impact on the participants. Learners say they value it as a time to learn about the Bible and listen to stories. A Reception child added, 'we've got a Bible, it's about Noah's ark!'. Learners know the importance of Jesus as 'the light of the world' and 'God's son'. They also know about God the Father, God the Son and God the Holy Spirit, appropriate to their age. Both the vicar and curate from St Helen's Church are

excellent partners in planning and leading inspiring worship. Other local Christian groups and the minister from the chapel are also regular visitors to lead worship, ensuring personal spirituality is well developed through a range of experiences.

School leaders and church leaders work together to plan and lead the majority of the worship times. Governors are involved in monitoring worship but the impact of this limited. The pupil voice group are involved in evaluating collective worship with the family support worker but are not yet sufficiently involved in regularly planning and leading worship.

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

The Christian faith of the school's leaders is the foundation of their vision for this distinctively Christian school. The vision explicitly underpins the whole work of the school and the aim to improve standards of attainment and progress for all, especially the disadvantaged. This is due to the importance placed on the value of the individual as a child of God. Standards are consistently above national averages. The Christian character of the school also impacts the wellbeing of all in the school community. For example, it informs the way staffing issues are dealt with and underpins policy statements such as the behaviour policy, code of conduct for parents and the home-school agreement.

The partnership with the local church is long-established and mutually beneficial. For example, the church runs a popular 'Discovery' Christian club at the school as an extra-curricular activity. Staff, parents and pupils talk about 'their vicar' and 'their church' showing the extremely close relationships between school and church. The executive head teacher and head of school are well supported and appropriately challenged by the vicar and curate as chair and vice chair of governors. As school leaders, this team secures the impact of the Christian vision through evaluation and strategic planning. For example, by holding effective governance days for planning and training hosted by the church. Furthermore, the school improvement plan prioritises establishing the shared vision for the collaboration of church schools as a high priority. Statutory requirements for RE and collective worship are fully met. Partnerships with parents are extremely strong, driven by the Christian ethos. Many parents value the approachability of staff and the way parents are fully involved in review meetings and target setting for their children with additional needs.

The areas for development from the previous inspection have been appropriately addressed.

The school's high profile, in addition to partnerships such as with the diocese and teaching school alliance, means there are beneficial opportunities for staff to prepare for future leadership across church schools. These include opportunities for staff, like the head of school and special needs coordinator, to work across the schools in the collaboration. In addition, the collaboration's involvement in initial teacher training means that a student is to be employed at the school. The school's improvement plan emphasises RE as a core subject, ensuring professional development for the RE coordinator in the use of innovative 'Understanding Christianity' resources. The strength of the whole leadership team assures the continued development of this exceptional church school.

SIAMS report May 2017 Selston Church of England Infant and Nursery School Selston Nottinghamshire NG16 6DH