



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dove Holes Church of England Primary School	
Address	Hallsteads, Dove Hole, Buxton, SK17 8BJ
School vision	
<p>We live life in all its fullness ‘I have come to bring life in all its fullness’ (John 10:10)</p>	
School strengths	
<ul style="list-style-type: none"> • Through courageous leadership, the school’s distinctive Christian vision is the catalyst for transformation. • Adults enable curiosity to thrive through an ambitious, wise and sensitive curriculum. • Interactive collective worship engages pupils to reflect upon the school’s vision and associated Christian values. Collective worship themes are further explored in class discussions. Consequently, the vision is lived by all. • Through the school’s compassion for others, pupils are encouraged to actively reflect upon how they can make a difference. Consequently, pupils are empowered to take action about social and environmental issues. • Religious education (RE) enables pupils to have a coherent understanding of Christianity. This is achieved through rich experiences which enhance their knowledge. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a shared understanding of spirituality so that opportunities for spiritual development are enhanced. • Ensure that pupils develop deeper knowledge and understanding of world faiths and world views to further enhance their appreciation of diversity. • Ensure that the school’s Christian ethos is more evident in the wider community. 	
Inspection findings	
<p>The Christian vision is the driving force for the school’s transformation. It inspires leaders to action. Courageous leadership, at all levels, embraces on-going challenges resulting in all flourishing. Staff work tirelessly so that pupils are well placed to live life in all its fullness. Adults leave no stone unturned to equip all pupils to thrive. Consequently, staff are determined that they will prepare pupils to step out into the world with confidence.</p>	



A wise and reflective governing body is diligent in their oversight. Through effective monitoring they know the pupils and staff remarkably well. Every pupil and adult is precious to them, each being one of God's children. This enables governors to sensitively respond to the community's needs, acutely mindful of how their decisions impact upon all. They consistently ensure that the vision is at the heart of their deliberations. It directs their thinking and is used to review actions. This fosters bold decisions, rooted in Christian narrative, enabling the school to move forward. However, clarity in ensuring that the vision is communicated to the wider community via the website, is not as developed.

Parents recognise the inclusive nature of the school. There is depth of trust within this community, facilitating honest self-reflection and the desire to work for the common good. By embracing their value of perseverance, pupils and adults aspire to be the best that they can be. Furthermore, the school works hard to ensure that everyone feels included. For example, through a positive proactive response, they redesigned their logo to represent every pupil in the school.

As part of a federation, leaders ensure that collaboration empowers the school to thrive. Sharing expertise between schools assists collaborative leadership, utilising a range of experience and responding to challenge together. The federation enables pupils to learn alongside peers from other schools. By accessing a range of inspirational people and organisations beyond their immediate community, pupils encounter different cultures and experiences.

The vision is the springboard for the school's curriculum which develops curiosity and sustains a love for learning. It is deeply influenced by the school's context. Staff are very aware of the challenges facing all pupils, including those with special educational needs and those who are disadvantaged. They arrange additional experiences such as visiting theatres, to broaden their horizons. The engaging curriculum, tailored to interest each pupil, has resulted in significant improvement in attendance. Consequently, the curriculum enables all to thrive. The vision and associated values drive how the curriculum is adapted to promote confidence and develop resilient learners.

The school has a strong working partnership with St Paul's Church. Pupils frequently attend for worship which accommodates them to experience the traditions of the Anglican Church. For example, harvest festival celebrations enabled the pupils' gifts to be received. These were distributed, with the support of the pupils, within the local community. Additionally, the school makes use of the church's land for outdoor activities. With the buildings nestled side by side, the church is familiar to the pupils.

The school's peaceful and respectful environment reflects the positive impact of daily collective worship. This focuses primarily upon the school's chosen Christian values. During this precious time, pupils may choose to participate with each other in uplifting singing, reflective prayer and the exploration of Christian themes. Everyone is invited to participate in their own way. Pupils reflect upon worship in journals located within the reflection spaces in their classrooms. Weekly awards, presented during worship, link to the school's values further promoting the Church school ethos.

Prayers are said regularly. Pupils know that prayers provide the opportunity to give thanks to God. They write and share prayers. However, the potential for opportunities such as these to enhance spiritual development is not fully developed. This is because there is no shared understanding of what spirituality means and the ways in which it can be nurtured. Christian values introduced during collective worship are further explored during class-based activities. Embedding the vision and associated Christian values through collective worship ensures that all appreciate that Jesus is there for everyone.

Through a range of ambassador roles pupils support the school's vision. These include Friendship, Teaching and Learning, and Collective Worship Ambassadors. Pupils are kind and respond to each other's needs. For example, the Friendship Ambassadors help others in resolving rare disagreements at playtime. Ambassadorial roles encourage pupils to take responsibility for their actions and to be part of the success of the school. Consequently, behaviour is good and pupils are proud of their school.

Leaders monitor wellbeing and make themselves available for all, as a compassionate listening ear. They are approachable and caring. Staff have established a nurturing environment that encourages all pupils to see the good in everyone. Cooperation is further promoted by the weekly Forest School which also enables an appreciation of God's wonderful world.

Staff are well supported by leaders. Through fast paced continuing professional development, staff at all levels of experience, become the best that they can be. There is a shared palpable desire for all to grow professionally. In the pursuit of nationally accredited qualifications, they build upon each other's experience. Together with the pupils they clearly live the school's vision.

Pupils are sensitively introduced to the challenges that people face. Collective worship includes developing this awareness and reviews how Christians can respond. Appreciating that we are all God's children, pupils have been proactive in making a difference. Through their Christian value of loving others, pupils organise collections for the local food bank. Recognising their role as custodians of God's world, pupils raise awareness of concerns and take action over environmental issues.

The RE subject leader is knowledgeable, monitors provision and plans meticulously for progression. RE is planned sequentially, effectively using the locally agreed syllabus and the Understanding Christianity resource. Pupils' knowledge of Christianity is strong. They discuss stories from the Bible demonstrating their knowledge and understanding. Visitors from different faith backgrounds visit to lead lessons and to support the delivery of RE. Pupils have respect for people's faiths, feelings and values. Consequently, RE lessons are a safe place to explore ideas and to ask questions. While pupils study religions other than Christianity, their factual recall, along with their understanding of a diverse world, is less secure.

Leaders and staff are relentless in pursuing the vision that pupils will live life in all its fullness. Pupils and adults know they are valued and that together they work with mutual respect and kindness. Consequently, pupils are confident and successful.

The inspection findings indicate that Dove Holes Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	7 December 2023	URN	112809
VC/VA/Academy	Voluntary controlled	Pupils on roll	55
Diocese	Derby		
MAT/Federation	Limestone Peak Federation		
Executive Headteacher / Head of School	James Handley and Sarah Bellicoso		
Chair	Jill Skidmore		
Inspector	Mark Millinson	No.	2121

