

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Mapperley Church of England Primary School

#### Vision

Growing and Learning Together with God's Love: 'Therefore encourage one another and build each other up' 1 Thessalonians 5-11

Mapperley Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision 'growing and learning together with God's love' is lived out at Mapperley Church of England Primary School. Leaders have ensured that families and the community benefit from their partnership with the school. This enables pupils and adults to flourish.
- Every individual is known, valued and loved as part of the Christian ethos in the school. This results in strong support for pupils' and adults' mental health and wellbeing.
- Collective worship provides effective opportunities for the adults and pupils to come together to explore their spirituality. They do this through developing and exploring their relationships with others and with God.
- The curriculum, including the extra-curricular offer, is shaped so that the pupils and adults live out the Christian vision and values together.
- Leaders have ensured that religious education (RE) is given a high profile and is prioritised in the curriculum. As a result, pupils acquire a broad knowledge of a range of religions.

#### Development Points

- Develop the pupil's ability to articulate their understanding of spirituality. This is so they are able to explain how they think deeply about themselves, others and the world around them.
- Provide opportunities for pupils to respond to the inequalities and injustice they learn about both in collective worship and the curriculum. This is so they can take responsibility for making a positive difference to others.



## Inspection Findings

The Christian vision 'growing and learning together with God's love' has been carefully crafted by leaders to reflect the school context. Mapperley is a 'small school, big family' where the community ethos of the school is prioritised. The Christian vision and values are lived out in strong relationships. All pupils are well-known and nurtured. Staff take time to understand individual families' circumstances and, as a result, provide good support when needed. Pupils learn and play willingly and freely with younger and older pupils. Leaders ensure that strong partnerships are maintained with groups in the community, including the local church. Pupils, families and members of the clergy and congregation benefit from this close partnership through enhanced opportunities to worship together. Leaders, including governors, check on the impact of the vision in action through carefully planned monitoring activities.

The wellbeing and positive mental health of both pupils and adults is always a priority for leaders. Driven by the vision, they provide good support for pupils, families and members of staff who are facing difficult times. This is particularly evident in the additional support pupils are provided with when their family circumstances are challenging. Effective use of resources from the federation and local schools' cluster ensures that specialist support is available when necessary. This combination of strategies results in families being well-supported and reporting high levels of satisfaction. Pupils learn to be inclusive and to respect diversity and difference. As a result, incidents of poor behaviour are rare. Members of staff feel valued and enabled to do their jobs well due to the strategies that leaders have in place to support their wellbeing. There is a real sense of respect and mutual support. Consequently, staff enjoy working at the school and are committed to giving their best.

Pupils and adults value the opportunity to 'grow and learn together in God's love' in collective worship. This time together strengthens the strong sense of community as everyone is included. Because of the different ways adults and pupils are invited to participate in worship, there are many opportunities for spiritual flourishing. Pupils have a good understanding of bible stories and the school values because of the way they are encouraged to join in and lead worship. Opportunities for prayer and reflection, both within worship and throughout the school day, enhance the spiritual flourishing of both pupils and adults. As does the joyous singing of hymns. This is enhanced by the school's partnership with Derby Cathedral Music. This encourages pupils to reflect deeply on the meanings of the words they are singing. They experience a deepening of their understanding of both their own and others' beliefs. Visits to the cathedral result in pupils and adults experiencing awe and wonder. The school's partnership with the local church is strong. Pupils experience leading worship in the church building, enhancing their understanding of the range of ways Christians practice their faith. Members of the church community have strengthened worship through their contributions. They have also crafted a prayer space in school to extend opportunities for prayer and reflection. Families are provided with opportunities to engage in worship. This happens through the weekly celebration worship, and twice-termly worship led by the pupils in church. This combination of strategies contributes to the spiritual flourishing of both adults and pupils.

The curriculum has been carefully crafted so that the school community can live out the vision together. The themes of culture, communication, conflict and conservation provide opportunities for pupils to grow and learn together. As a result, they can discuss meaningful questions to deepen their understanding of themselves, others and the world around them. These themes support pupils in their understanding of the Christian values. They are also exposed to world events, as well as learning about diversity. Consequently, pupils show a heightened awareness of inclusivity and respect for others who may be different. Teachers are supported with planning that provides ideas for developing spirituality within every unit of work. However, the pupils are not able to explain



their understanding of spirituality. They grow and learn together through the extra-curricular offer, particularly forest school, which is offered for all pupils. Consequently, they speak about their experiences of awe and wonder when outdoors, and when listening to birdsong. Great use is made of local resources, such as the sports partnership, nearby outdoor recreational facilities and the local church. As a result, pupils have the opportunity to experience an enhanced range of sports and events.

Pupils have a good understanding of justice and world events. This is because leaders provide opportunities within the curriculum and collective worship for them to learn about these. For example, worship draws on a world event each week, and the upper Key Stage 2 class watch a news programme regularly. Opportunities are offered through the curriculum for pupils to learn about inequality and injustice. For example, when learning about Martin Luther King. However, there are limited opportunities during the school day for pupils to take collaborative positive action to respond to the injustice they learn about. Instead, they are provided with tasks to carry out in the 'Heroes and Marvels Federation Award' book. In this, they are prompted to carry out individual actions to practise the school's values. This includes taking responsibility for their community. For example, one pupil described how he had helped in the local community by supporting a charity for missing persons. Another wrote about how she had helped a woman in the supermarket.

Pupils enjoy RE lessons, which have a high profile in the school. Leaders have designed a curriculum that reflects their context and is personalised for pupils. RE is taught regularly, ensuring that pupils can retain knowledge and build upon prior learning. They explore the diversity of beliefs, practices and traditions within religions through engaging, enquiry-led lessons. This is evident in pupils' understanding of how Easter is celebrated in Poland. They are encouraged to think deeply and critically about their learning. With support, pupils can articulate what they can remember about the religions studied in previous units and years. Leaders and teachers are supported well by diocese training and visits. These ensure that teachers can confidently deliver the RE curriculum.

## Information

Address	Lodge Row, Mapperley, Ilkeston, Derbyshire, DE7 6BT		
Date	8th May 2025	URN	112836
Type of school	Voluntary Controlled	No. of pupils	57
Diocese and Methodist District	Derby		
MAT/Federation	The Horsely Mapperley Federation of Schools		
Headteacher	Richard Cripps		
Chair of Governors	Charlie Dean		
Inspector	Claire Platt		