

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Digby Church of England Primary School	
Address	Church Street, Digby, Lincoln, LN4 3LZ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Opening Doors – Opening Minds</p> <p>SHINE: Success, happiness, inspiration, nurture, everyone</p> <p>To provide an aspirational education which inspires all in our community so that they are happy, confident and equipped for life in all its fullness.</p>
Key findings
<ul style="list-style-type: none"> • Leaders have developed a vision that reflects the local context. All decisions are made based on this vision which is rooted in Christian teachings and places the child at the centre. • Every pupil is appreciated for their uniqueness and their ambition is encouraged, including pupils with special educational needs, or those considered vulnerable. High aspiration is encouraged in a creative curriculum, however opportunities for spiritual development in every subject are less developed. • Pupils and adults flourish, because wellbeing is important in the school, ensuring all live well together. Healthy and respectful relationships encourage a strong pupil voice in tackling inequality, injustice and disadvantage. • Collective worship is inclusive and valued by everyone. It invites pupils and adults to pray and reflect. They cherish it as a time to think about God and why they need him. Pupils have a voice in the regular planning and evaluating of worship but lead it less frequently. • Religious education (RE) is well led and has a high profile in the school. Challenging questions enable curiosity and critical thinking. Assessment of pupil progress does not consistently check how much pupils remember in RE.
Areas for development
<ul style="list-style-type: none"> • Enhance planned opportunities for spiritual development across all curriculum subjects to enable pupils to live life in all its fullness. • Embed opportunities for pupils to lead collective worship so that they utilise their planning and evaluation contributions. • Develop existing assessment systems to consistently evaluate pupils' subject knowledge in RE.

Inspection findings

A deeply rooted Christian vision welcomes everyone into Digby. It drives all decisions and shapes the curriculum offered. As a result, pupils, and adults flourish because they are empowered to grow by opening doors of opportunity. Examples include the many sporting fixtures the school competes in and the wide range of extra-curricular clubs pupils can attend. This is led by a dedicated leadership team who is supported purposefully by the diocese. Together they are dynamic and active in their relentless pursuit of raising aspirations and opening minds in all they do.

Parents appreciate the work of the school and recognise their children are challenged to think beyond themselves. This results in pupils growing as compassionate, responsible and happy citizens. Excellent mental health provision provided by the school enables pupils and adults to build resilience. It fosters a deep understanding that they can instigate change for themselves and others. Leaders, including governors, have a strong sense of how the school's Christian vision drives its work. Governors monitor the impact of the vision and receive regular reports from senior leaders. This ensures every aspect of this school's work is rooted back to its vision. It equips all to live out the SHINE values of success, happiness, inspiration and nurture of everyone. This enables the school community to live life in all its fullness.

Nurturing relationships are at the heart of the school. A detailed relationships and sex education (RSE) curriculum is supported by work on LGBTQ+ workshops and the Stay Safe Partnership. As a result, pupils receive a curriculum that starts with them and builds learning beyond where they live. In doing so, pupils are confident and respectful humans. In some cases, pupil learning is transformative because it supports them to achieve far beyond what they thought they could do. This is enhanced by the open dialogue and high level of trust parents have with adults in the school. Parents trust the school because staff know their families well and adapt the school's offer to meet their needs. A good example of this is how pupils considered to be disadvantaged have an individual passport to success. Factors that affect the whole pupil are recorded, not just academic needs, ensuring they can thrive in school.

Governors are active critical friends of the school and support and challenge its decisions. This includes making decisions to provide significant amounts of additional resources and nurture work to meet the needs of individual pupils. Families are signposted to support mechanisms and partnerships with outside agencies. In doing so the whole school community lives well together and is respectful of individuals and their needs.

Pupils are valued and empowered to lead at Digby. This has resulted in pupils confidently leading projects to care for the planet. Pupils have formed an Eco Council and understand their duty in caring for what Christians express as God's world. This enables them to be aware of the environmental issues of the wider world, regularly raising awareness in school. As a result, pupils are global citizens in God's creation. This continues into the wide range of community work and charity work pupils undertake. Through raising the profile of social action projects in collective worship, pupils work hard to tackle local, national and global issues of poverty, injustice and inequality.

The school is a caring community built on a shared understanding of its Christian vision. It makes the school a place of security where pupils are understood, as a result they feel valued. Parents speak of the dedicated team of adults that respect every pupil's uniqueness. This is reflected in the investment by staff who have created an engaging curriculum that enables all to celebrate success. However, planned spiritual development across the



curriculum is not developed. Every pupil is given the opportunity to take part in a range of extra-curricular activities. These are tailored to allow pupils who travel to school by local authority transport to not miss out on taking part. The school organises many 'change for life' events, including sports, cultural visits and workshop days. The days enable every pupil with enriching opportunities to encounter new experiences and succeed. Through these events pupils build resilience, compete as teams, or develop new interests.

Collective worship is an inclusive experience which brings the whole school together. It is a time to pause, breathe and reflect in the busy daily life of the school. Pupils and adults value coming together to worship, celebrate and sing. Inspiring content is carefully chosen and planned by an enthusiastic collective worship lead. Bible stories are used to exemplify the Christian values of the school. Pupils and adults reflect on these to draw from their teachings of Jesus and make it relevant to their daily life. Pupils describe the impact of this time as 'full of hope and a chance to think about God and why they need him.' They participate in presenting aspects of worship as well as planning and evaluating it. However, they do not lead whole collective worship as frequently. Prayer is highly valued by all members of the school community. Everyone in worship is invited to pray regularly and as a result it is valued as a time to think deeply, reflect, or connect with God. The use of silence and stillness ensures worship remains a reflective experience. Singing is enthusiastic and uplifting. A strong partnership has been maintained with the church through the bishop's visitor. Regular services in the local church enable Anglican traditions to be introduced and included in school life. Parents value the opportunity to celebrate with their children on a weekly basis in SHINE worship. Here, a range of achievements are recognised, including sporting outcomes, academic achievements and the display of the school's core values by pupils. Leaders carefully monitor the impact of worship and act on outcomes over time, leading to sustained improvements.

RE is given a high profile. Pupils enjoy the challenge of a subject where they reflect on believing, thinking and living. They particularly enjoy engaging in critical reflection by asking questions about what they are learning. Key subject knowledge has been effectively mapped out. However, the school has not embedded ways to assess subject knowledge over time. Planning and training from the diocese have supported teachers with their confidence in teaching RE. The learning opportunities in RE effectively compliment the school curriculum. For example, the school's curriculum driver, 'worldly wise,' enables Christianity to be taught as a multi-cultural worldwide faith. This enables pupils to make sense of the wider world they live in and contributes to how they flourish within it.

Digby is a place of encouragement and aspiration where all are celebrated and supported to flourish as children of God. As a result, adults and pupils feel that together they can achieve success through the care this truly inclusive school provides. Its vision of opening doors and opening minds is lived out in everything it works to do.



Information			
School	Digby Church of England Primary School	Inspection date	6 March 2023
URN	120519	VC/VA/Academy	Voluntary controlled
Diocese/District	Lincoln	Pupils on roll	61
Executive Head	Courtenay Walls		
Chair of Governors	Andrew Hancy		
Inspector	Christopher Allen	No.	847