

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

### Bakewell Church of England Infant School

#### Vision

Bakewell Church of England Infant School is a happy, safe and caring place where all our children shine. Our Christian vision is 'Be a light for others, so people will see God in the good things you do' Matthew 5:16 Our Christian values teach and inspire us to be friendly, generous, respectful, courageous, forgiving, and to persevere.

Bakewell Church of England Infant 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.

#### Notable Strengths

- Driven by their vision, leaders foster a compassionate culture, where pupils and staff are valued as unique individuals. This inclusive environment ensures that pupils and their families receive dedicated support through active listening and bespoke pastoral care.
- The school is built on a Christian vision that leaders have made intrinsic to daily life. This enables pupils and adults to 'shine a light for others.'
- Inclusive and engaging collective worship provides a safe space for reflection on beliefs. Enriched by the school's vision, this practice seamlessly integrates diverse viewpoints and values.
- Effective partnerships with the Derby Diocesan Academy Trust (DDAT) and Matlock and Dales Primary Partnership, enrich religious education (RE), collective worship and pastoral care. This increases opportunities for pupils and staff through a larger dynamic family of schools.

#### Development Points

- Develop opportunities for reflection across the curriculum. This is to deepen pupils' spiritual development.
- Empower pupils to be confident, independent agents of change. This is to foster the skills necessary to deliver meaningful contributions to their local community and the wider environment.



## Inspection Findings

### Vision and Leadership

The school's Christian vision is deeply embedded in the daily life of the school and is lived out with integrity and purpose. It consistently inspires pupils and adults to 'shine a light for others', shaping attitudes, relationships, and aspirations. Pupils speak confidently about their desire to be a 'light for others'. They demonstrate an intrinsic understanding of how God's love is revealed through acts of kindness, service and encouragement. Light jars in classrooms provide an effective mechanism for recognising when members of the school community embody the vision. This simple yet meaningful practice reinforces positive behaviour and deepens pupils' understanding of what it means to be a 'shining star'. The impact of the vision extends well beyond the school gates. Parents and carers articulate with warmth and conviction how it influences their children's behaviour at home and within the wider community. The school's vision aligns closely with that of DDAT and provides a clear framework for monitoring by leaders and governors. Through purposeful quality assurance, governors ensure it remains central to decision-making, enabling members of the school community to flourish

### Vision and School Culture

Bakewell Church of England Infant School, though small in size, demonstrates a powerful culture of compassionate love and acceptance. Its inclusive ethos ensures that pupils, staff and families feel known, valued and supported. Leaders have worked intentionally to ensure that staff wellbeing and work-life balance are prioritised. As a result, staff feel valued and appreciate the pastoral support they receive. The school benefits from the expertise of an inclusion team shared across the Matlock and Dales Primary Partnership. This team works closely with staff to ensure that pupils of all abilities can engage fully, make progress and build positive relationships. A strength of the school is the bespoke provision offered for pupils with special educational needs and/or disabilities (SEND) as well as those experiencing anxiety. Families appreciate the school's commitment to meeting individual needs. Parenting courses and workshops further strengthen the partnership between home and school. Targeted support for bereavement and family separation ensures that pupils are cared for during challenging times. Pupils use the metaphor of a balloon to describe wellbeing, recognising how kindness and encouragement help them rise above difficulties. As a result of individualised plans for emotional development, pupils and their parents feel heard and supported.

### Worship and Spirituality

Collective worship is deeply inclusive, ensuring that all pupils can engage in ways that are meaningful to them. Worship leaders skillfully nurture a welcoming atmosphere where every voice is valued, enabling pupils to engage with confidence and joy. Interactive elements such as vibrant singing, drama and structured reflection ensure that worship is both accessible and spiritually enriching. Staff demonstrate high levels of emotional intelligence, making thoughtful adaptations that ensure pupils with SEND are fully included and celebrated. Collective worship unites the school community and provides further opportunities for the school's vision and values to be embedded. Values are explained in a manner which enables the pupils to understand them and apply them to different real-life situations. Pupil worship leaders play a very active role in nominating pupils and staff who have demonstrated the school values. This ensures that they appreciate how living them out builds a harmonious community. Prayer is invitational, and pupils have a strong understanding of its purpose and power. This contributes to their spiritual development and enables them to 'communicate with God'. The partnership with the local church enriches the school's collective worship. 'Open the Book' sessions provide dramatised biblical storytelling. This enables pupils to develop a deeper understanding of Christian narratives and their relevance to daily life.

### Vision and Curriculum

The Christian vision is intentionally woven throughout the curriculum, enabling pupils to recognise their own light and develop their God-given talents. Pupils have access to a wide range of sporting and enrichment



activities. These include regular partnership sporting events, as well as theatre and museum trips. Opportunities to 'be in the now' provide valuable space for pupils to reflect, ask big questions and explore their emerging sense of identity. In the Early Years Foundation Stage (EYFS), the curriculum places a strong emphasis on helping pupils communicate their emotions and ideas effectively. This focus secures foundations for personal and spiritual development. Key Stage 1 staff select texts that represent a wide range of diversity, which broaden pupils' awareness of the wider world. It is evident that the curriculum supports pupils to flourish both academically and emotionally, fostering a growing understanding of themselves and others. However, leaders have not fully developed opportunities for deeper reflection across the curriculum, outside RE.

#### Vision, Justice and Responsibility

Leaders have thoughtfully shaped the school's Christian vision so that pupils clearly understand their responsibilities and the importance of justice within the school community. As a result, pupils confidently take ownership of routines that support the smooth running of the school. This includes maintaining tidy, purposeful learning spaces and contributing positively to daily school life. Pupils demonstrate what it means to 'shine their light' through fair play and friendship. They also do this by offering support to those who may feel lonely or in need. Partnerships with other schools further enrich pupils' understanding of justice and responsibility. For example, the visit from the local junior school to take part in a reading café. This provided a valuable opportunity for older pupils to model patience and build positive relationships with younger pupils. The value of justice is explored creatively through whole-school collective worship and class-based sessions, which focus on events from the news. These experiences broaden pupils' awareness of the diversity of life beyond Bakewell and the UK. While pupils show a strong grasp of kindness and generosity, they are less confident in articulating how they might challenge injustice and make a difference.

#### Religious Education

The school has developed an inclusive and well-structured RE curriculum through effective collaboration with DDAT and the Matlock and Dales Primary Partnership. Joint planning with the diocese has resulted in high-quality training that equips staff to embed the school's Christian vision confidently across the RE curriculum. This has significantly strengthened teachers' confidence in planning. Shared expertise and resources have enriched the curriculum, enabling pupils to develop a secure understanding of Christianity and a range of major world faiths. A creative and differentiated approach in Key Stage 1 enables pupils, including those with additional needs, to engage meaningfully. The school draws effectively on the lived experiences of pupils from different Christian traditions. This deepens their understanding of how festivals are celebrated locally and globally. Pupils can compare how Christians around the world celebrate Christmas and Easter. RE in the EYFS is imaginative and developmentally appropriate, encouraging young pupils to explore ideas through discussion and purposeful, hands-on activities.

## Information

Address	Bath Street, Bakewell, Derbyshire, DE45 1BX		
Date	5 March 2026	URN	148107
Type of school	Voluntary controlled	No. of pupils	35
Diocese	Derby		
MAT	Derby Diocesan Academy Trust (DDAT)		
MAT Chair	Sarah Charles		
Headteacher	Cath Lee		
Chair of Governors	Clair Dathan		
Inspector	Sandra Stapleton		