



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Gillamoor Church of England Voluntary Controlled Primary School

Main Street
Gillamoor
York
North Yorkshire
YO62 7HX

Previous SIAMS grade: Good

Diocese: York

Local authority: North Yorkshire

Date of inspection: 24 November 2014

Date of last inspection: November 2009

School's unique reference number: 121493

Headteacher: A Tweddle

Inspector's name and number: C A Roberts 469

School context

Gillamoor Primary School is a much smaller than average primary school, serving the village and surrounding area. Almost all pupils are White British. A lower than average number of pupils are eligible for the pupil premium. The proportion of pupils supported at school action plus or with a statement of special educational need is higher than the national average. A slightly smaller than average number of disabled pupils and those with special educational needs are supported at school action. Children are taught in mixed-age classes. Since the last inspection a new headteacher has been appointed and there have been significant changes in staffing.

The distinctiveness and effectiveness of Gillamoor Primary as a Church of England school are good

- The strong vision and mission of the school clearly underpinned by explicit Christian values that are articulated by all members of the community. This impacts on children and ensures positive outcomes for well-being and achievement.
- Relationships within school and with the local parish and community are very good. Pupil behaviour is exemplary. Consequently children are confident, happy and enjoy coming to school.
- Worship is a special time of day and supports the vision and mission of the school.
- Leaders, staff and governors who work hard and have a clear understanding of future development needs.
- Positive links with the church, community and parents which is mutually beneficial.

Areas to improve

- Develop opportunities to ensure children understand Pentecost and The Trinity to

further enhance their experience and understanding of worship.

- Ensure monitoring and evaluation of worship is rigorous, systematic and linked to the school monitoring calendar to ensure worship continues to develop and impacts further on the school community.
- Identify explicit opportunities for spiritual, moral, social and cultural development across the curriculum to ensure continued development.

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

Explicit Christian values are an integral part of life at Gillamoor Primary. Not only can they be seen around school in displays, in policy documents, but more importantly everyone talks about Christian values and models them. The language of values is used in lessons, for example, the courage to make mistakes, honesty when needing help and the compassion to help and support each other. Children state that 'We should all try to follow the eight values' and 'We should be honest and fair'. The school mission and Christian values have a powerful impact on the Christian character of the school and empowers everyone. Relationships are therefore very good and behaviour is exemplary. This also has a positive effect on achievement and progress, which is steadily improving. Leaders identify groups working below expectations and have appropriate systems in place to support them. Children are very proud of their school as a church school and state 'We go to church' and 'We learn about Jesus'. They link their behaviour and actions to Bible accounts, such as The Good Samaritan and the Easter journey. Children enjoy coming to school and attendance is good. Opportunities for spiritual, moral, social and cultural (SMSC) development are good. For example, children take part in many fundraising events to support groups at home and overseas such as Samaritan's purse, Marie Curie, and St Martin's House. Pupils really enjoy fundraising for charities and events, through which they experience the Christian values of love and service to others. Spiritual development is enhanced through discussion in class where children's many profound thoughts and reflections are recorded. Leaders now plan to develop a prayer and reflection room and also to identify explicit opportunities for SMSC across the curriculum. Religious education (RE) makes a very good contribution to the Christian ethos of the school through topics on festivals, celebrations and Holy Books. Children understand and show respect for diverse cultures and faiths through visits to a gurdwara in Bradford and through Sikh visitors leading a range of activities in school. A link with a school in Kenya is also supporting children's understanding of support for global communities.

The impact of collective worship on the school community is good

Worship is a special time of day for everyone at Gillamoor Primary. Children really value being 'together as a whole school' and having 'time to be quiet'. Consequently, they are reverent, respectful and listen carefully to the message. Themes are thoughtfully planned based on Christian values and the Church year. However there is flexibility to respond to issues as they arise. A variety of staff and visitors lead worship including the local vicar, Methodist minister and member of the Quaker faith. Children understand why worship is important in life and state 'It helps you be a better person' and 'We can remember God who made all this so we can enjoy it'. They also say 'Worship is often fun' and they particularly enjoy taking part by dressing up and acting out Biblical characters. Children can talk clearly about Bible accounts and stories and relate some of their actions and behaviour to these. For example they state 'The Good Samaritan is how you should treat others'. Opportunities for prayer are many, not only in worship time but throughout the day. Children value the opportunity to write prayers and enjoy reading them out for special services. They say 'Prayer helps you calm down' and 'You can ask for help'. Anglican traditions and practices are developed through symbols of The Cross and a lighted candle and the symbolism of colours for the Church year through the toy Reverend Freddie Fisher. The school community and parents regularly go to church for festivals and special occasions such as Harvest and Christingle as well as major festival times. Parents also attend school worship every half term. Children have a good understanding of the

major festivals because they plan and lead aspects of services. They enjoy taking home the Advent and Lent bags to share the stories and experience with their family. However, they are less clear about Pentecost and also the Christian understanding of The Trinity. Monitoring and evaluation of worship including the views of children, is undertaken both informally and formally. However, leaders recognise the need to ensure this is more rigorous and systematic and linked to the school monitoring calendar, to ensure it aids future development.

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

The vision and mission of the school is clearly supported by Christian values and can be found explicitly in documentation, on the website and in key communications to parents and the community. All stakeholders led by the local vicar and headteacher are involved in the development of the mission and core values. Consequently, there is a real sense of involvement with and support for the school by members of the church and community as well as parents, children and staff. The vision is clearly articulated by leaders and governors and powerfully motivates the school community to bring about improvement in standards of achievement and well-being of children. The headteacher, staff and governors work exceptionally hard to ensure the Christian character of the school is at the forefront of school life. Governors are passionate about their involvement with school and very knowledgeable about improvement strategies. They are keen to ensure leaders are challenged so that the Christian character of the school continues to grow and evolve. Therefore, all focus for development points from the previous SIAMS inspection are being addressed successfully. Since the last inspection a specific governor sub-committee for Community and Christian values actively operates and takes part in monitoring and evaluation. This ensures that SMSC is promoted and developed, as well as effectively steering worship and RE. However, they accept that monitoring and evaluation of worship needs to be more rigorous and systematic. Governors also ensure RE and worship has the statutory allocated time. In order to ensure staff of a small school have access to effective professional development, the school collaborates with other small church schools for training and activities, as well as diocesan and external opportunities. Recent diocesan training on SMSC led to plans to flag up explicit opportunities within the curriculum. Parents are very pleased with the school as a church school and state 'The school is one big family – they care about my child as an individual'. They also state 'There's a real sense of community and the Christian values are good'. Partnerships with the church and local community are very strong not only through church services but pupil involvement in writing for the parish magazine. Taking part in Remembrance services and supporting local charities such as Ryedale Food Bank are also ways in which such partnerships are clearly shown.

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