

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Gillamoor Church of England VC Primary School

Address Main Street, Gillamoor, YORK, United Kingdom, YO62 7HX

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

‘First the blade, then the ear, then the full grain’ Mark 4:28 Gillamoor School will nurture the youngest to the oldest in our community, enabling all to flourish. Inspirational learning through curiosity will encourage aspiration and the desire to be the best they can through the respect, care and love they have for each other. Enabling a life lived in all its fullness.

Key findings

- The passionate, deeply Christian leadership of the headteacher makes a significant, positive impact upon all in this nurturing, prayerful and happy school. She is supported by caring governors and loyal and committed colleagues all of whom are guided by the school’s recently renewed Christian vision.
- Spiritual development is a strength of the school. Through formal learning and extra-curricular opportunities, adults and pupils have opportunities to reflect upon their place in the world. They appreciate the dignity of being part of God’s creation.
- The values of respect, care and Christian love shape the pastoral care and support offered to all. Pupils who join the school mid-year quickly assimilate into the close-knit school family. Consequently, their confidence and sense of personal wellbeing thrives. However, at present, opportunities for pupils to explore their aspirations are underdeveloped.
- Religious education (RE), reviewed and revised, potentially enables a wide, deep and enquiring understanding of religion and worldviews. However, it needs time to embed, and for assessment to more fully inform pupils of how to make progress.
- Collective worship reflecting the beliefs and practices of the Anglican Church is a joy. It is invitational and inclusive. It draws the school and local community together because it is inspiring. During the COVID pandemic and periods of remote learning it connected and embraced the community encouraging all to be hopeful for the future.

Areas for development

- Further explore the school's rich, empowering Christian vision so that its impact upon wider social perspectives and aspirations is enhanced.
- Embed the revised RE curriculum so that it inspires learners' curiosity, knowledge and understanding of Christianity, world religions and worldviews.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Gillamoor is a good Church of England primary school that pupils and adults are proud to belong to. The headteacher is reflective, proactive, energising and highly regarded for the impact of her Christian leadership. She ensures that every action is an opportunity for interaction with the pupils and families of this welcoming rural school. She is supported by experienced, knowledgeable governors who offer pastoral, practical and strategic support. Recently reviewed and revised, biblically underpinned, theologically understood and reflecting the school's context, the Christian vision is at the heart of everything. Relatively new, it is already familiar and shaping the developments required by the school's rapid growth in pupil numbers. The values of honesty, love, care and respect are immediately apparent in supportive, nurturing and embracing relationships throughout the school. Similarly, values nourish the partnerships that sustain the community enabling it to expand opportunities and address the needs of learners. All conversations and activities focus on bringing the vision alive to the community and nurturing pupils to be the best that they can be in their chosen paths. Nurture school activities reflect and enhance the impact of the vision upon the daily experience of all.

In this ambitious school, potential issues become opportunities to adapt, develop, encourage and act as courageous advocates for learners. Adjusting teaching groups and the curriculum mid-year to address the needs of new and existing pupils empowers all in their development. The revised, broad and balanced curriculum, inspired by the Christian vision, promotes academic success encouraging enquiry and curiosity. It is reducing barriers to learning for all, including the most vulnerable. It exemplifies how all are valued as God's children and enabled to succeed. Formal learning and extra-curricular activities are already encouraging pupils' wider world perspective and understanding of opportunity, diversity and aspiration. However, there is scope for this to be further developed as the curriculum embeds. Spiritual development is a strength of this small, close-knit school family where reflection and creativity are cherished. Individuals welcome the space and support provided to consider their identity and importance as a unique part of God's creation. Consequently, pupils are regaining the resilience and determination that suffered during the COVID pandemic.

Character and moral development are growing strengths of the Gillamoor school family. This is because adults accurately identify opportunities for pupils to demonstrate their strength of character and sense of moral responsibility. An admirable range of leadership roles and other responsibilities exist that invite even the youngest pupils to contribute to the school and wider community. Activities such as debating facilitate pupils in demonstrating moral maturity in their personal and collective decision making. Keenly aware of the needs of others, prayer, acts of kindness and fundraising are natural responses among adults and pupils. A range of local and national charities are democratically chosen and generously supported. Despite the challenges of the pandemic, the school maintains its mutually respectful relationship with a school in Ghana. Relationships throughout the school are welcoming, kind, considerate, honest and robust. The community is harmonious because there is an explicit appreciation that disagreements harm the wellbeing of all. Pupils have a clear understanding of disagreeing respectfully and accepting and allowing fresh starts when relationships break down. They articulate this in relation to justice and forgiveness, the vision and values of the school and the example of Jesus. As a result, good behaviour and attendance prevail because pupils enjoy their experiences and look forward to learning among friends. Adults share the headteacher's determination that each person is welcomed and nurtured so that they flourish socially, emotionally and spiritually. The seemingly small gesture of adding a pupil's initials to the cross displayed in the school entrance ensures they immediately realise they belong. Friendships quickly follow with the result that all are better placed to be resilient and happy. Mental wellbeing is a priority. Adults and pupils develop a sound

growth mindset that is underpinned by the Christian vision to enable a life lived in all its fullness. This is because the embracing and open culture promoted by the headteacher, and others, enables all to have a valued voice. Parents particularly appreciate that sensitive care extends beyond their children to the whole family. 'First the blade, then the ear, then the full grain' (Mark 4:28), empowers the school's golden thread of nurture and growth. It ensures that all associated with Gillamoor school are treated with dignity and respect. This is an inclusive school where differences of ability, heritage, background and capability are embraced. Pupils appreciate why bullying and discrimination are not tolerated. They understand how to stay safe, including online, because adults promote their knowledge and understanding of right and wrong, fairness and justice. The RE curriculum marries together the locally agreed syllabus and the national Understanding Christianity programme. As a result, pupils grow in their knowledge, appreciation and understanding of religions and world views and make progress. They enjoy learning about different religions and value systems and retain their learning. For example, older pupils could explain that Humanists don't believe in God but have rules for living a good life. Taking a big questions approach, pupils are challenged to be curious. Teachers adapt the curriculum so that differentiated tasks make learning accessible to all in the unavoidable mixed age teaching groups. Visits to places of worship and visitors of differing faiths bring learning to life and significantly extend pupils' cultural awareness. Pupils receive regular verbal and written feedback about their work but do not always understand how to make improvements.

Joyful, invitational, inclusive, memorable and inspiring collective worship is the school's heartbeat. Varied and appropriate to the needs and context of the school, it is carefully and thoroughly planned and celebrated. It brings the Christian vision to life through prayer, music, drama and the Bible. Different adults, including local clergy, share in the leadership of worship as do the confident, capable pupil church council members. The lighting of a three-wick candle, enables adults and pupils to appreciate God as Father, Son and Spirit. Worship is a time of reflection and an opportunity for spiritual growth. It is carefully evaluated, including by pupils and governors, and its impact captured in poetry, art and memories. Prayer and reflection spaces in classrooms and outside enable valued, additional moments of peace and contemplation. A shared remembrance service, carol singing at neighbours' gates and a wandering nativity, typify the rich interaction of school and village. Gillamoor is a calm, purposeful, polite and happy Church school with its Christian vision at its heart. It is on an exciting journey of which everyone wants to be a part.

Contextual information about the school

Date of inspection	08 July 2022	URN	121493
Date of previous inspection	24 November 2014		
School status	VC	NOR	052
Diocese or Methodist Circuit	York		
Headteacher	Andrea Hayes		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	Eleven additional pupils have been accepted on roll during the current academic year. Consequently, there has been a remodelling of the curriculum and restructuring of teaching groups in order to meet the needs of all pupils.		
Inspector's name	Fiona Ashton	No.	0860