

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Gilmorton Chandler Church of England Primary School			
Address	Church Lane, Gilmorton, Lutterworth LE17 5LU		
Date of inspection	07 March 2019	Status of school	Primary academy inspected as VA. Inspiring Primaries Academy Trust
Diocese	Leicester	URN	139854

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Gilmorton Chandler is a primary school with 212 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. In 2017 the school took the lead in establishing a church majority multi academy trust (MAT), the headteacher is the chief executive officer (CEO) of the MAT and the current deputy is acting headteacher of the school for 3 days each week.

The school's Christian vision

'...bearing fruit in every good work and increasing in the knowledge of God.' Colossians 1:10

We strive for excellence in everything we do, working under God's guidance and endeavouring to enable all to flourish, bear fruit and live well together.

Key findings

- The biblical basis of the school's vision has a clear impact in all areas of school life. It is transformational and enables all members of the school community to flourish.
- Support for the mental health and wellbeing of all stakeholders is exceptional. Care and support is both practical and compassionate and ensures that both adults and pupils can thrive in relationships based on Christian love and hope.
- A highly creative curriculum, religious education (RE) and collective worship provide a range of innovative and inspiring experiences which in turn ensure outstanding personal and spiritual development.
- Leadership of RE is exemplary. It is inclusive, proactive and extends pupils understanding of different world faiths and cultures. All staff members are confident in their teaching and as a result pupils make exceptional progress.
- The school has a significant presence in the MAT, This ensures that the vision is fully reflected in partnerships with other schools and the diocese.

Areas for development

- For pupils to continue to apply their understanding of the school's vision and core virtues to challenge global injustice and prejudice.
- Increase opportunities for pupils of all ages to independently plan and lead acts of collective worship using self-chosen themes in order that they contribute fully to the spiritual and moral development of all members of the school community.

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

Gilmorton Chandler is an inclusive and supportive school. The biblical basis of the school's vision is understood and embraced by all stakeholders. This is because it is relevant, jointly developed and regularly revisited. It impacts on all aspects of school life and is evident through the positive behaviour and relationships witnessed. The headteacher commented that the Christian ethos is 'like writing through a stick of rock, it is the soul of our school'. Governors offer highly valued expertise, support and challenge. The relationship between the school and church is strong, both are central to the lives of all stakeholders and ensure that faith, compassion and respect are part of daily life.

The core values are taken from Galatians 5. 22-23 '...the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. They are known as virtues or 'fruits' and inextricably underpin the vision. One pupil commented 'The fruits are like rules; they help us to behave like Jesus every day.' A parent commented that the 'fruits' are also valued at home especially when helping children to make the right choices. A regular assembly based on the 'rainbow of virtues' recognises the actions of adults and children in using the 'fruits' to make positive and respectful choices.

Supported by her leadership team, the headteacher has been inspirational in creating an environment where pupils secure good knowledge and thrive. Governors are rightly proud of the school and maintain a visible presence. They are proactive in their approach to improvement, ensuring that targets are challenging but realistic. All issues from the previous inspection have been met. A strong reputation for meeting additional needs has led to higher than average mobility, this has impacted on the data. However, careful tracking shows that pupils make at least expected progress and targeted support for pupils with additional needs and those with social and emotional needs has removed barriers and allowed them to flourish.

The school is highly effective as lead school in the 'Inspiring Primaries Academy Trust'. It helps to shape the forward thinking nature of the Trust by sharing best practice and enabling achievement by all. Effective professional development enables all staff to feel involved, and acquire the necessary skills to build on identified talents and strengths. A launch day saw a focus of 'Living well together' support the Christian vision in action when nurturing and supporting other schools. Partnerships with the diocese are strong.

An imaginative and innovative curriculum is driven by the desire for all pupils to meet their full potential. This has included re-enactments involving the whole community to celebrate special times in the Christian calendar and that of faiths other than Christianity. The passion and commitment of the RE co-ordinator has led to impressive improvement in the quality and understanding of RE, as a result she has been recognised as a lead teacher by the Diocese. She has delivered training for church schools and written articles for national publications about the RE curriculum. Her focus and determination has ensured that all staff are ably equipped to deliver an inspirational and innovative curriculum based on 'Understanding Christianity' and 'Religious Literacy for All'. Pupils are inspired by RE and use their knowledge to think critically. They are confident in discussing their religious beliefs and can reflect on how issues may affect them personally. Through the curriculum, visits and partnerships in the UK and overseas, pupils develop deep respect for different world faiths and cultures and can confidently make connections with Christianity.

Pupils are articulate and reflective learners, they are eager to share ideas and opinions openly and honestly, relating sensitively to each other whatever their race, gender, faith or disability. They feel that their views are taken seriously. When contemplating 'big questions' about life, pupils know they can talk to any adult in school. They also know that there might be more than one answer. Pupils recognise and talk about inequality and prejudice but they are not yet fully challenging injustice across the globe. However, they readily support charities locally and overseas through innovative fundraising ideas. A recent 'Bake off for Take off' day saw over £500 raised for the Mission Aviation Fellowship (MAF) and the 'Send a Cow' harvest charity saw a real cow greeting the community on entering church.

The inclusive admissions policy, based on the vision, welcomes all children. This includes those with additional needs who are given priority. Specialist support is regularly sought, often at school expense, to enable these children to flourish. The support for mental health and wellbeing for both adults and pupils is exceptional. Be it through illness, circumstance or bereavement, the school provides assistance, through friendship, prayer or outside care. This is both practical and compassionate and is valued by all stakeholders. One member of staff commented that during a very difficult time she had come to her school 'family' who had offered 'absolute, holistic and practical help, it is a very special place to work'. Senior leaders and governors are aware of the demands placed on staff and ensure that wellbeing is a priority. As a result, morale is high and staff feel valued and respected. They feel able to flourish professionally and personally.

Inclusive and engaging collective worship sets the scene for the day. It is central to the vision and meets statutory requirements. A traditional Anglican welcome and dismissal is approached with confidence and conviction and the symbolic lighting of the Trinity candle emphasises the importance of 'each in the whole'. Biblical texts are an integral part of worship, and prayer and reflection are highly valued as a time to talk to God. A range of worship leaders engage pupils in different ways offering meaningful experiences which impact on daily life and relationships. They talk about the support it provides for them as individuals. The year 6 pupils regularly attend a community Eucharist service which further enhances worship. They value this experience and see it as 'part of growing up in a Christian community and a time to reflect on what is important in life'. There are a number of opportunities for some pupils to lead and evaluate collective worship with adult guidance. This does not include all pupils, nor are there opportunities for them to plan and lead using their own themes. All members of the school community are invited to evaluate acts of worship and enjoy the opportunities given to share this special time.



The effectiveness of RE is Excellent.

RE is regarded as a core subject in the school and the innovative curriculum ensures that standards are high when compared to other subjects. There is a focus on 'big questions' which enable pupils to develop further understanding and greater depth in their learning through discussion and debate. They make excellent progress and show great pride in their work, fully reflecting the school's vision. Accurate systems for monitoring and evaluation have ensured that all pupils, including those with individual needs, are able to make progress and thrive academically in RE. The school fully meets the Statement of Entitlement for RE, especially by providing a high quality, broad and inclusive curriculum.

Headteacher	Marie Sandford
Inspector's name and number	Wendy Wakefield 867