

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

<b>Gainsborough Parish Church CE Primary School</b>			
<b>Address</b>	Acland Street, Gainsborough, Lincolnshire. DN21 2LN		
<b>Date of inspection</b>	09 July 2019	<b>Status of school</b>	Stand-alone academy inspected as VA
<b>Diocese</b>	<b>Lincoln</b>	<b>URN</b>	<b>138640</b>

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

### School context

Gainsborough Parish is a primary school with 305 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school is a stand-alone academy and a member of the KYRA Teaching School Alliance.

### The school's Christian vision

At Gainsborough Parish Church School we believe that children are a gift from God, a real blessing (Psalm 127.3); each child is precious and unique. Through our Christian values, we aim to nurture and challenge our children to flourish and be the best they can be.

### Key findings

- Each child is valued as a unique child of God such that all children, including the most vulnerable, are monitored carefully to ensure that they reach their potential academically whilst ensuring that the development of the whole child remains central to the school's Christian vision.
- The school's Christian vision and values are rooted in biblical teaching and impact on the daily life of the school community ensuring that relationships throughout the school community are excellent.
- Highly committed governors work hard to ensure that the school's Christian vision is maintained and strengthened to secure the continued flourishing of all members of the school community.
- Religious Education (RE) is well managed and led and makes a significant contribution to the Christian character of the school. The new Agreed Syllabus is in the early stages of implementation and new assessment procedures have yet to be developed.
- Collective worship is central to the life of the school. It is a place where children and adults can explore Christian values and participate in Christian worship, where all are welcome and children are developing a clear understanding of the central role of Jesus Christ and of the Holy Trinity.

### Areas for development

- Formalise governors' monitoring and evaluation of the school's Christian distinctiveness to ensure the Christian vision continues to drive the school's development.
- Evaluate implementation of the Lincolnshire Agreed Syllabus for Religious Education and develop appropriate systems of assessment in RE to reflect changes in the RE syllabus.
- Develop a shared understanding of spirituality to ensure that children and staff can articulate ways in which they are developing spiritually and deepen opportunities for further development.

## **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**

Pupils in this school are viewed as a blessing from God. Leaders and staff work tirelessly to ensure that all pupils have the opportunity to develop their full potential through living out the Christian vision at all levels of school life. The school's Christian values of enjoyment, honesty, responsibility, commitment and respect are rooted in biblical teaching and impact on the daily life of the school community. As a result relationships throughout the school are positive. Children and staff ensure that these positive relationships are maintained through the practical application of the Christian values and increasingly through the use of 'Restorative Justice'.

Each pupil is valued as a unique child of God such that all children, including the most vulnerable, are monitored carefully to ensure that they reach their potential academically. The development of the whole child is central to the school's Christian vision; equipping the pupils with skills to become independent learners, removing barriers to learning and providing opportunities for spiritual development. The roles of the Family Worker and the SENCO have developed to ensure that the needs of all children, including those with complex needs, are being met through appropriate interventions and strategies and significantly through supportive work with families and with other agencies. The broad and balanced curriculum is tailored appropriately to meet the needs of all pupils, enabling all to flourish academically. There are clear plans for effective use of extra funding to support children's learning through the Pupil Premium Strategy. Parents feel valued and respected and speak of their children being nurtured to be the best they can be. As a result of all the strategies in place, current data shows that all pupils are making strong progress taking account of any significant additional needs and starting points.

Philosophy for Children (P4C) and Godly Play are used effectively to provide high quality opportunities for children to question and reflect in lessons thus developing excellent enquiry skills. Prayer and reflection have an important role in daily school life with prayer spaces in classrooms enabling pupils to explore prayer in different ways. Spaces are available for children when they are anxious and have worries. The well-developed use of mindfulness practices, 'Worry monsters' in classrooms, 'Need to talk' notes to the deputy headteacher, learning mentors and having trusted people to talk to, are all ways in which children's mental health and wellbeing needs are being met. As a result children are able to work out their own solutions to enable them to calm down and they speak of being able to 'pray to God about their worries'. Whilst there are good opportunities provided for spiritual development there is not yet a shared understanding of and common language to articulate what is meant by 'spirituality' in this particular context.

Developing aspiration and having high expectations for all the children in the school is central to the school's Christian vision. This is reflected in a curriculum which meets the needs and interests of the pupils, ensuring that pupils who have limited experiences and opportunities outside school are enabled to widen their horizons and learn about local, national and global issues. There are extensive opportunities for pupils to engage in fundraising activities. The introduction of the Archbishop of York's Young Leadership Award in KSI is enabling pupils to make connections between the school's Christian values and the practical application of justice within the local community. The school has a high profile locally, effectively raising aspiration in the wider community.

There are planned curriculum opportunities to explore different points of view which allow pupils to develop the skills of learning how to disagree well. For example, through the use of P4C when discussing global and other issues. As a result, pupils are enabled to flourish and live well together. The recently introduced practice of 'Restorative Justice' requires time to become embedded but appears to be having a positive effect in building and maintaining healthy relationships throughout the school community.

The pastoral care of staff is a high priority for senior leaders. Effective systems are in place for the early identification of mental health and wellbeing needs. All members of the school community practice mindfulness techniques and staff are well supported emotionally. Staff value the opportunities to develop professionally. This creates a safe culture where people feel able to take risks and are enabled to 'be the best and therefore do the best for our children'.

Highly committed governors are supporting the school leadership team to work through significant changes to the leadership structure of the school. A rigorous process, working closely with the diocese, is ensuring that the school's Christian vision is maintained and strengthened to secure the continued flourishing of all members of the

school community. Governors regularly visit school to monitor and evaluate the impact of the school's Christian distinctiveness. They provide both appropriate challenge and pastoral support for senior leaders. However, there is no formal monitoring system in place.

Collective worship is central to the life of the school. It is a place where children and adults can explore Christian values and participate in Christian worship. Here all are welcome and children are developing a clear understanding of the central role of Jesus Christ and of the Holy Trinity. Collective worship is planned to reflect Anglican worship and is well resourced. Monitoring and evaluation of collective worship ensures that the quality of collective worship is constantly being improved. Pupils are increasingly involved in planning, leading and monitoring collective worship. Collective worship is led regularly by members of the local church community so that pupils are developing an understanding of the range of traditions in the Christian faith.

Religious education is given high priority in the school. Pupils are highly engaged in their learning in RE through the provision of good quality learning experiences. Opportunities are provided to engage with different world faiths through visits to places of worship thus deepening their understanding of those faiths. In addition, pupils are developing a good understanding of the global nature of Christianity. RE provides a safe space for pupils to ask and discuss 'big questions'. P4C and Godly Play are used effectively to enhance the teaching of RE. Effective curriculum planning for RE ensures that pupils have opportunities to develop age appropriate skills of enquiry, critical analysis and interpretation. The school's Christian values are often displayed within lessons with pupils working effectively together to develop their enjoyment of learning and deepen their appreciation of the gifts and abilities of other pupils.

The statutory requirements for RE are being met.



**The effectiveness of RE is Good**

Regular monitoring, verified during the inspection, indicates that teaching and learning in RE is consistently good. Appropriate time is given to RE in the school timetable so that content can be taught in a creative and inspiring way. Teachers have strong subject knowledge and use a range of pedagogical approaches so that all pupils, including those with special educational needs, make good progress. The revised Locally Agreed Syllabus for RE, introduced this year, is not yet embedded and systems of assessment are due to be developed to take account of the new syllabus.

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