



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Gedney Hill Church of England Primary School

North Road
Gedney Hill
Spalding
Lincolnshire
PE12 0NL

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lincoln

Local authority: Lincolnshire

Date of inspection: 25 September 2015

Date of last inspection: December 2010

School's unique reference number: 120548

Headteacher: Alison Buddle

Inspector's name and number: Peter Riches NS283

School context

This is a small rural primary school with 38 children on roll. It mainly serves the village of Gedney Hill. The school is in a hard federation with a local primary school, and a collaborative partnership with 6 others. The majority of children are of White British heritage. 16% of pupils are in receipt of pupil premium funding and 16% on the special educational needs register. There are no children with a statement of special educational needs or an education, health and care plan.

The distinctiveness and effectiveness of Gedney Hill as a Church of England school are good

- The strong and determined Christian leadership of the headteacher supported by a well informed and proactive governing body makes a significant contribution to the success of this church school in meeting its aims.
- Good relationships throughout the school exemplify and nurture the Christian values for which the school stands.
- A supportive and appreciative parent body enhances the positive and developing home-school partnership.

Areas to improve

- Enhance opportunities for spiritual reflection for all members of the school through the provision of a peace garden.
- Provide all governors with more focused church school training with a particular emphasis on maintaining and enhancing distinctiveness.
- Widen children's experience of collective worship through input from a broader range of visitors from other faith groups and the local community.
- Enhance evaluation of collective worship through a more reflective analysis of the observations and views of those present.

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

Explicit Christian values, based on the Values for Life materials, are central to what the school seeks to achieve. These values are effectively modelled by all members of staff, and impact positively on the strong relationships evident throughout the school. Staff know the children well and there is a consistent approach to teaching and learning within a Christian context. Much positive development has taken place since the appointment of the headteacher. There is now a greater focus on teaching and learning, the assessment process and emphasis on the school's church foundation. Children enjoy coming to school, are well supported and have a positive attitude towards learning. All groups, including those identified as vulnerable, make at least good progress. Members of staff are seen as kind and helpful by children and approachable by parents. Children and parents speak of being listened to, and are confident that appropriate action will be taken over any concerns. Parents believe that the Christian ethos of the school has a positive influence on children's well-being and development. They are appreciative of pre and after school provision which benefits their children's social development. Children are able to make links between the Christian ethos of the school and their everyday lives. This understanding is exemplified through the charitable support given for a variety of good causes such as Race for Life, Macmillan Cancer and the recent crisis in the Middle East. Children are well prepared for life in modern Britain through effective spiritual, moral, social, and cultural (SMSC) provision. Learners have some understanding of Christianity as a multi-cultural world faith and respect the diversity and difference within other faith communities. They enjoy being in a small school, and believe small groups allow for more individual attention and the easy resolution of any difficulties. Religious education (RE) is well taught, monitored and resourced and makes a good contribution to children's SMSC development. Creative use is made of the school environment to provide appropriate areas for teaching, play and reflection. The school has recognised the need to enhance opportunities for spiritual reflection. This will be addressed through the provision of a peace garden.

The impact of collective worship on the school community is good

The place of collective worship in the life of the school is secure, and founded on the value system explicit in everyday life. Themes are based on the school values, which themselves are clearly on display around the school. The daily routine is well established, and children clearly understand the Christian symbolism within worship and around the school. Prayer, song and reflection are key features of each act of worship. Children enjoy worship time, and contribute readily. They understand the place of prayer in worship and readily contribute their own prayers as seen by the thoughtful examples written in readiness for the harvest festival in church. Class prayer bibles and reflection areas in classrooms allow children the opportunity to consider or record their feelings and thoughts. Children have a growing understanding of Anglican tradition and The Holy Trinity through collective worship, RE and visits to church. Activities enabling children to explore Christian ceremonies and celebrations such as the recent mock wedding, enhance this understanding. All members of staff, together with a foundation governor who is a lay minister, conduct and attend collective worship. These daily experiences are well planned and resourced, and conducted in an entirely appropriate environment. Nevertheless, the school intends to seek ways in which the range of presenters can be broadened in order to enhance children's experience of worship. The school has rightly highlighted the need to review and develop evaluation procedures for collective worship through a more reflective approach. This will enable the school to more effectively gauge the impact of collective worship on those present. Parents welcome opportunities to attend worship both in school and in church.

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

The headteacher offers strong and committed Christian leadership to the school. Within a relatively short period of time, she has built up a good and effective working relationship with governors. They offer a sound level of challenge and support, and have an effective committee structure to discharge their duties. Governors are well aware of school priorities. In partnership with the local church, and through a shared understanding of the school's aims and values, the school's Christian distinctiveness has been reaffirmed and deepened. This has resulted in good and supportive relationships throughout the school and a positive approach to teaching and learning. Combined with a revised and rigorous approach to assessment, all groups of children make at least good progress. School development planning is concise and effective. Collective worship and RE feature explicitly. Governors take their responsibilities seriously and foundation governors are diligent in maintaining a church school focus in governors' meetings. The school is in a hard federation with a local primary school and is a member of a collaborative partnership with six others. This has been beneficial in terms of shared expertise, resources and staff training. The school has professional development agreements with both the local authority and the diocese to enhance the understanding and professional expertise of staff and governors. In order to secure and develop its Christian foundation the school has identified the need for all governors to engage more fully with diocesan training. The small but enthusiastic parent-teacher association, together with parental representation on the governing body provide valuable means for parents to contribute to the life of the school. Areas for development from the previous inspection have been effectively addressed. Action taken has resulted in children's greater enjoyment of collective worship and provided more opportunities to share issues arising. There are now appropriate areas in and around the school for supporting spiritual development, with planning in hand for a peace garden. Arrangements for collective worship and RE meet statutory requirements. The collective determination, exemplified by the headteacher, of the school community underpins its desire to achieve the best outcomes for the children and families in their care.

SIAMS report September 2015 Gedney Hill Church of England Primary School, Spalding, Lincolnshire PE12 0NL