Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| **Galmpton Church of England Voluntary Aided Primary School** | |
| Greenway Road  Galmpton  Brixham  Devon  TQ5 0LT | |
| **Current SIAMS inspection grade** | **Outstanding** |
| **Diocese** | Exeter |
| Previous SIAMS inspection grade | Good |
| Local authority | Devon |
| Date/s of inspection | 7 March 2017 |
| Date of last inspection | 13 December 2011 |
| Type of school and unique reference number | Primary 113458 |
| Headteacher | Katie Burns |
| Inspector’s name and number | David Hatrey 844 |

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| **School context**  Galmpton Church of England Voluntary Aided Primary is a smaller than average school. Most children come from a white British background. The number of children who have English as an additional language or who are in receipt of pupil premium funding or who have special educational needs are below national averages. A temporary management partnership was put into place in September 2015 following the retirement of the long serving head teacher. The school now works closely with St. Mary’s Collaton with whom they share an executive head. |
| **The distinctiveness and effectiveness of Galmpton Church of England Voluntary Aided Primary School as a Church of England school are outstanding**   * Children have a deep understanding of the core Christian values and articulate how these have significantly influenced the choices they make. * The new leadership of the school is passionate and dynamic and is making a substantial impact on the Christian distinctiveness of the school. * The school’s Christian distinctiveness is clearly seen in the quality of relationships between all members of the school community and in the deep sense of being a Christian family. |
| **Areas to improve**   * Enable children to recognise and articulate the significant impact which collective worship has on their daily lives and achievement. |

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| **The school, through its distinctive Christian character, is outstanding**  **at meeting the needs of all learners**  The new leadership team have brought new life, depth and focus to being a church school. They lead by example, passionate about growing a Christian community. They have re-emphasised the importance of core Christian values by involving all of the school family particularly children to identify these. The core Christian values are: friendship, forgiveness, peace, trust and compassion. Children have an impressive understanding of these. They talk in depth about their meaning giving examples of what these values look like in daily life. Displays give pictorial examples relating to these values and children are confident to explain their significance. Children have a distinctive Christian understanding of values relating these to bible stories which reflect their meaning. There is a strong emphasis upon children applying these values. For several of these stories children could identify a number of the values and then articulate how they use these in daily life. Children are confident to articulate that they know that this is how Jesus would want them to live. Children’s comments show they see the staff modelling values. Behaviour across the school is excellent, children show care and concern for one another and value the contribution each makes, there is a real sense of being a Christian family. This is consistently attributed to Christian values. Bullying is extremely rare and where it occurs swiftly dealt with, through application of the school’s values and empathising with others. New approaches to spirituality are making a significant difference to deepening children’s thinking and raising questions which they enjoy wrestling with. Quality experiences are created, for example, the visit of an astronomical dome where the universe and beyond was considered. Children posed and tried to answer questions about life, realising that there is much we seek to understand. Another reflected on homelessness and what this meant. Children’s responses showed this had touched them deeply, with some seeking to address this. The use of the ‘Windows, mirrors and doors’ approach to auditing spiritual provision supports this effectively. The impact of marking, particularly in Religious Education (RE) extends spiritual reflection. Individualised comments related to concepts considered are given which challenge their understanding and make them question and explain their reasoning. This is influential in deepening children’s spiritual ideas. In some instances, a written dialogue is established which continues to probe thoughts. This is impressive. There are a wide variety of experiences, including visits and visitors which allow children to explore other world faiths. There is detailed evidence of thoughtful comparisons being made which inform pupil’s ideas. Diversity days highlight and celebrate both the differences between us which we should appreciate as well as the similarities. It was very evident from children’s discussions that they fully recognise everyone as being equal in God’s eyes. Reflecting this they demonstrate a high level of tolerance and respect. |
| **The impact of collective worship on the school community is good**  The leadership team make perceptive evaluations of worship, they work closely with children and staff to make changes to raise the impact of worship. Planning has focused succinctly on developing a greater understanding of Christian values. Each week an aspect of a value is considered and explored in depth, this is supported by age related class worship which enables children to have a greater understanding of values. The detail of planning enables all staff to lead worship, whilst visitors from charities provide different experiences which enrich children’s understanding which they enjoy. Monitoring is undertaken by children who are actively involved in worship. Children now take part in dramas, prepare the hall for worship, select music and write and read prayers. They plan and lead worship which gives them greater ownership. Themes are closely linked to biblical material which is explored enabling children to develop a greater understanding of Jesus and His place within Christian worship. Children talk about parables and suggest meanings linked to their daily lives. Older children have a growing understanding of the Trinity which is reinforced by the lighting of three candles at the start of worship. Governors are now fully involved in monitoring worship using their knowledge and experience to make astute evaluations. The annual questionnaire linked to pupil discussions gives good information about the impact that worship has. For example, it reviewed the use of reflection corners suggesting making them more interactive. The majority of children say that they enjoy worship recognising that this is a special time when they can share with God as well as appreciating coming together as a family and appreciating the peace and quiet. However, children are less confident to articulate the impact that worship has on their lives and their responses can lack depth. Clear messages are given in worship, there are good opportunities to pause and reflect which links effectively with their spiritual development. Children enjoy the visual elements of worship and respond enthusiastically when singing. Christian festivals are celebrated with children leading. Each year festivals are approached in different ways so children’s understanding is expanded. They talk about these and appreciate their significance for Christians. Each month the Eucharist is celebrated in school with classes taking a leading role. Children realise the importance of this for Christian’s and the links to Jesus’ life. Prayer is well taught using the teaspoon prayers approach which include a thank you, sorry and praise. Every year each class identifies a prayer calendar, children then write prayers on these themes. The prayers of older children show a growing maturity as they consider the needs of others and recent international events. Some children feel that they can use prayer to help them in their daily lives. |
| **The effectiveness of the religious education is good** The expertise of a leading teacher of RE from the linked school sharpens the school’s focus on teaching and learning. The most significant initiative is the creative way ‘Godly play’ has been introduced. These lessons are evocative with a reflective atmosphere, staff skilfully pose, “I wonder” questions prompting children to raise ideas which they want to explore. This encourages children to share views, which they do with increasing confidence. There is good evidence of children beginning to use the higher order thinking skills, wrestling with ideas, refining and shaping their own beliefs. This enquiry based approach engages children in their learning. They respond to ‘big’ questions using biblical material considering what this might tell us about Christian belief and how they might apply this out in their own lives. There is a significant improvement between the quality and depth of work now and that seen from previous years, notably with regard to the depth of thinking. There are opportunities to record and express their ideas in different mediums including art and models. Children consider how those from different faiths prayed and expressed this through making figures. There is greater emphasis on children verbalising their ideas which demonstrates that they have at least a good understanding of subject specific vocabulary. Marking is recognised as a strength as it extends and deepens understanding through individualised dialogues. Next step marking identifies how children can improve their work which they are going on to use effectively. Strong links to developing values are evident where children consider how these apply to different scenarios often using drama. Developing the quality of teaching and learning has been achieved through lesson observations and leaders modelling and working alongside staff sharing good practice. Staff are eager to extend their professional development. The impact of this is reflected in rising standards which are at least in line with other core subjects and national expectations. Progress made by disadvantaged children is good and compares well with that of their peers. More children are reaching age related expectations and children are challenged to reach the higher levels. Some impressive practice was seen in the foundation stage where the work of children was above age related expectations. The school is refining its assessment procedures using criteria in the front of children’s books to determine this. Children participate in mock baptisms and weddings, of which they have vivid recollections and an understanding of their Christian meaning. Children see RE as interesting and challenging with a relevance to their daily lives. The coordinator’s evaluations are astute where she uses continuing professional development opportunities well matched to needs. |
| **The effectiveness of the leadership and management of the school as a church school is outstanding**  The reason for the outstanding grade is the rapid progress the new leadership team has achieved in the time. At the heart of this is the re-emphasis of Christian values which are woven across the school informing teaching and learning. This is making a significant difference to children’s lives and attainment. Standards have risen well, having been below floor standards at key stage two they are now at least in-line, rising and in some instances above national expectations. Children now make good progress from their starting points. Attainment in the Foundation stage and key stage one is often impressive. Disadvantaged children make good progress which is comparable with peers. Case studies provide evidence of the differences this provision makes for children. A new Christian vision has been agreed, ‘Achieving and flourishing together in God’s loving arms’. The displays shown prominently around the school depicts hands cradling a tender shoot. Children refer to this and explain how the school helps them to flourish in their learning with a number relating this to the learning to learn strategies which enable them to succeed. Children give examples of how they flourish, how their relationships with others flourish as well as their relationship with God. Their comments indicate that they have strong understanding of the vision. The school has creatively woven spirituality across all curriculum areas, often through the posing of the ‘I wonder” questions. Christian distinctiveness is very apparent in the way the school lives and acts as a Christian community. Children see themselves as being special to God who cares for and loves them. Monitoring and evaluations are robust, systematically tracking pupil progress. Staff and governors work collaboratively to evaluate the work of being a church school through interviews with children which gives information which drives future plans. There are excellent examples of this in RE linked to developing the Christian values and the quality of teaching and learning. The school shares their best practice with the diocese as well as being involved in diocesan projects which demonstrate the strength of their relationship. The local church makes influential contributions to school life, notably through worship and the vicar’s pastoral support as well as church members’ contribution to governance and daily life. This is an ambitious school which has a clear Christian vision and dedicated staff. |

SIAMS report March 2017 Galmpton CE VA Primary School Galmpton Brixham Devon TQ5 0LT