



National Society Statutory Inspection of Anglican and Methodist Schools Report

Gilmorton Chandler Church of England Voluntary Aided Primary School

Church Lane
Gilmorton
Lutterworth
LE17 5LU

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 11 June 2014

Date of last inspection: 22 May 2009

School's unique reference number: 139854

Headteacher: Mrs Marie Sandford

Inspector's name and number: Mrs Marian Driver no. 116

School context

Gilmorton Chandler Church of England Primary School serves the parishes of Gilmorton, Ashby Magna, Bruntingthorpe, Kimcott cum Walton, Peatling Parva, Upper Bruntingthorpe and Willoughby Waterleys. The school is oversubscribed with 22% of pupils living out of catchment. The school attained academy status in July 2013.

The distinctiveness and effectiveness of Gilmorton Chandler as a Church of England school are outstanding

- Strong Christian leadership from the headteacher and incumbent.
- Good relationships within an inclusive Christian community
- High academic standards with good attitudes to learning
- Religious education and social, moral, spiritual and cultural teaching that permeates the learning environment.
- Excellent behaviour based on a 'Values ethos'

Areas to improve

- Develop the role of the RE co-ordinator so that a more systematic programme of monitoring and evaluation can be followed in order to share best practice in teaching and learning.
- Celebrate the distinctiveness of this outstanding school on the website

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

There is a strong presence of the school's Christian community, reaching out to include and involve others in the learning environment. Displays in school and the use of the school grounds celebrate the status of this church school. The values and beliefs based on 'the fruits of the Spirit' are known and understood by all members of the school and lived out daily in

their lives both at school and at home. Sculptures scattered in the lovely school grounds, designed by various local craftsmen incorporate the suggestions and ideas from the children giving ownership and familiarity with the nine attributes of a true Christian life. Behaviour is excellent with parents recognising good manners. The school recognises the value and uniqueness of each child, providing a safe and welcoming place for each individual. Children have a respect for different cultures and religions. Visits and enrichment activities contribute in a meaningful way to the understanding of local and global diversity. The teaching of RE shapes and underpins many other curriculum studies. Relationships with the local church, vicar and community are very well developed and contribute to the success and appeal of this school. Parents speak highly of the Easter story organised by the RE co-ordinator, involving staff, children, parents, governors and the village community in a story trail around the village, complete with donkey. One parent said, 'It was a powerful message for me'. A comment in the parents, carers and visitors evaluation book said 'what a joy it was to be included in the Easter celebrations'.

The impact of collective worship on the school community is outstanding

Collective worship is an integral part of this church school led by a variety of local church leaders, visitors and staff. Collective worship is fully inclusive and planned by both adults and children based on the Diocesan suggested themes and supplemented by the school's values ethos based on the 'fruit of the spirit'. Parents are invited to the monthly worship times in the local parish church. Opportunities for reflection and individual prayer abound in the grounds of the school in the many sculptures featured in the 'Prayer Trail'. The 'fruit of the spirit' sculptures offer times to be quiet and reflective and also give opportunities for the learners to marvel and admire the individual creative qualities shown by both craftsman, artists and children alike. Collective worship is often led outside in the grounds and based around one of the sculptures. Prayers written by children are included and used in the area. Opportunities for prayer and reflection take many forms. The school has its' own school prayer and children use other Anglican prayers. During the 'values day' featured on the day of inspection, learners recalled the Christian values and were encouraged to think of the opposites of the values named. With references to the Bible stories linked to the values, the incumbent made a prayer using the children's suggestions and encouraged them to breathe in the positive values and breathe out the names of negative behaviour. In this way the children were encouraged to think of the work of the spirit in their lives. Training undertaken by the headteacher, staff, governors and incumbent highlights the importance shown to the development of collective worship. Monitoring and evaluation of collective worship is undertaken by pupils in each class. In addition, the comments made in a reflective diary by parents, carers and visitors contribute to school evaluation.

The effectiveness of the religious education is outstanding

The teaching of Religious Education (RE) is planned in a creative and meaningful way. Data from RE assessment shows that pupil progress is good and RE standards high. The teaching of Christianity has a high profile and pupils are given opportunities to discuss their learning. The inspirational RE co-ordinator leads a lunchtime 'Trinity' club. On the day of inspection, a whole school values day based on the 'fruit of the spirit' encouraged the children to consider the values like a jigsaw puzzle fitting together to show that God can help them to have those qualities and values. Lesson observations from foundation stage through to Year 6 showed well planned lessons using a variety of teaching methods. Drama, role play and practical resources were used to help children understand the key messages in parables and Bible stories. Pupils were able to explain their learning. Foundation children stated that Daniel was 'a good man' and that, 'the angels shut the mouths of the lions'. Questioning of Year 1 children about 'goodness' enabled them through talk partners to consider the love of giving and sharing. Year 2 pupils were able to contribute the main events of the Noah's ark story. Using books and Bibles, Year 3 were able to make a basket of fruit, considering both good and bad fruit. Year 4, looking at patience, were encouraged to think how God sees the good in all of us. In year 5

a pupil clearly explained his understanding of Fairtrade. He explained that Fairtrade shows how workers have been fairly treated, instead of working long hours in factories for little money. Books in Year 5 showed good marking. A piece of work submitted was marked and a question asked. The pupil answered the question which was acknowledged by the teacher furthering the understanding of the pupil. Using Jenga as an example, pupils in Year 6 suggested that the values of patience, gentleness and self control were needed for certain situations. Each classroom has an RE reflection area and prayer tree, with prayers for individuals. Parents say that their children learn more by 'doing' and remember enjoyable activities.

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

The headteacher, staff and governors explicitly promote the distinct Christian vision of the school. The headteacher is well supported by the local incumbent who plays an active role in the life of the school and local community. Parents recognise the huge impact both have on the community. School self-evaluation is based on robust systems of school improvement. Governors play a vital part in the monitoring of the school. All development areas from the previous report have been completed. The school, staff and pupils have benefitted from strong links and professional development from the Diocesan Board of Education. Foundation governors have taken advantage of training by the Diocese and have begun the process of evaluating themselves as a governing body. The curriculum is driven by a distinctive Christian vision which shapes the excellent behaviour and promotes the respect shown for other cultures and faiths. Parents feel there is a good partnership between the school and local community and all share in the learning. Parents feel inspired by the teaching and by being included in school activities feeling that they are truly, 'loving, living and learning together'.

SIAMS report June 2014

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