

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

### Little Gonerby Church of England Infant School

<b>Address</b>	Sandon Road, Grantham, NG31 9AZ		
<b>Date of inspection</b>	1 May 2019	<b>Status of school</b>	Voluntary Aided Infant Academy
<b>Diocese</b>	Lincoln	<b>URN</b>	138816

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>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

Little Gonerby Infant School has 174 pupils on roll. The majority of pupils are of White British heritage. An increasing proportion of pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is broadly in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. There has been no major change in leadership since the previous inspection.

#### The school's Christian vision

Little Gonerby is a place which: Values the richness of faith and community. Respects and empowers everyone to flourish as unique individuals. Nurtures excellence. Embeds a life-long love of learning and skills for a confident future. Underpinned by John 10:10, 'live life in all its fullness.'

#### Key findings

- The established Christian vision drives the actions of the school and has a positive impact on the lives of pupils and adults.
- The belief that every member of the school community can flourish drives leaders' determination to make appropriate provision for all pupils.
- The teaching of the curriculum through REAL projects, which are rooted in the school's vision, offers wide and varied experiences to promote pupils personal development.
- Collective worship is invitational and integral to the life of the school. Its value is clearly understood by everyone.
- The quality of provision in religious education (RE) / religion and world views (RWV) ensures that pupils are able to demonstrate critical thinking during class discussions.

#### Areas for development

- To undertake the planned review of the school's values, to ensure they are fully understood by the whole school community.
- Building on recent new practice, delegate more responsibility for planning and leading collective worship to pupils in order to enrich their spiritual development.
- To embed the current good practice of supporting children's mental health and wellbeing.

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

The established Christian vision, which is guided by the biblical narrative of John 10:10, characterises the way in which Little Gonerby cares for its pupils, staff and parents. Leaders show enthusiasm, energy and a determined commitment to the school's vision and values. This can be seen in the ways in which new pupils and families are supported as they settle into the school family and in the way that they prepare pupils for the transition to junior school. A strong sense of community linked to the vision and values ensures that the school achieves good academic standards, but more importantly ensures that everyone achieves success regardless of their starting points. Strong partnerships with local clergy and other schools and organisations exemplify the school's rich Christian ethos. The inclusive, good quality collective worship and religious education (RE) enrich the spiritual life of the school. The needs of all pupils, including those with more complex additional needs are fully valued and supported. The support for these groups, along with the recent appointment of the school's own family support worker, to support families and the mental health and wellbeing of pupils, exemplifies leaders' strong Christian commitment to diversity and inclusion. Governors have a sharp focus on how the impact of decisions reflect the aspiration of enabling everyone to flourish and ensure the school provides exciting opportunities for all pupils. Leaders have already identified the need to review the school's Christian values, to ensure that they are fully understood by the whole school community.

School leaders ensure that expertise is shared within the school, which in turn develops leadership capacity at all levels. The school's vision underpins all decisions made by school leaders. This includes the curriculum, driven by the school's Christian vision, which supports pupils in developing life in all its fullness, here pupils are able to explore and reflect on the spiritual dimensions of all subjects. As a result, staff are able to develop the opportunities that occur across the curriculum. Immersive learning promotes good mental health and wellbeing because pupils engage extensively in activity, interaction, exploration and investigation. For their age, pupils develop high levels of confidence, along with strong communication skills and the building of healthy personal relationships. The curriculum provides many opportunities for pupils to reflect on and engage in 'awe and wonder' moments. Pupils say that they enjoy making use of prayer and reflection spaces around school, especially moving stones into the water to remember the people who have touched their lives. This is a good example of the high importance given to spiritual development in all aspects of the life of the school.

Pupils and parents offer many examples of how the Christian vision and values influence their behaviour both in school and at home, such as how they help them to care for and forgive others. Poor behaviour and bullying are rare, and pupils have the confidence to challenge any instances that may arise. Parents agree that, as a result of the school's Christian vision, the school is like a big family that is full of life, love and peace, where everyone, regardless of background, is respected. The school responds very effectively to the needs of individuals and families. As one parent said, 'They really support confidence and self-belief. They have turned my child around.' Staff speak highly of how leaders support their mental health and wellbeing, which has created a strong culture of care, support and encouragement, with one member of staff saying 'It is a joy to be part of such a caring community.' A recent development is the support for mental health and wellbeing offered to pupils, which is also effective and is beginning to have a positive impact.

The REAL projects (work that is of service to the world) support the pupils' ability to be advocates of change and challenge injustice, for example, by writing to the Prime Minister in order to raise concerns about global warming. They develop compassion for others, including those who live in very different circumstances to themselves, such as reaching out to the local community as part of their work to support Age UK, so that 'they can make a difference and tackle loneliness'. As one child said, 'It doesn't matter if people are different, because we can all learn from each other.'

The whole school community attends collective worship, recognising and valuing it as the heart of the school. Collective worship is invitational and allows everyone the opportunity to engage. Pupils and adults talk with enthusiasm about worship and can explain how it influences their lives both in and out of school. They have a good understanding of the church year because worship engages them with the major festivals. Pupils are excited when they discuss acts of worship they have particularly enjoyed, for example, Jesus washing his disciple's feet, linked to the value of service. Pupils enjoy taking part in and leading worship, and say they would like to do even

more. Worship is led by a variety of different people, who offer different worship styles. Pupils respond very well to prayer and are able to explain the value of prayer and reflection in their lives. They regularly use known prayers and also write their own to share in worship. Collective worship is evaluated frequently by pupils, staff and governors. Effective leadership of collective worship, along with the support of local church leaders, ensures continuous development and improvement of collective worship.

The school has a highly effective RE / Religion and World Views (RWV) leader who has a passion for the subject, along with excellent subject knowledge. This is shared effectively with staff through targeted professional development sessions. RE planning is thorough and the school's use of Understanding Christianity, along with the Locally Agreed Syllabus, ensures all pupils have a good knowledge and understanding of world faiths. Pupils enjoy their work in RE and show good levels of age appropriate insight when discussing 'the big questions' posed in discussions or during Godly Play. Visits, visitors and parents contribute valuable insights into the religious traditions of different faiths and beliefs. As one governor said, 'It's like a jumper. RWV is weaved with other subjects, knitting things together.' The work of each pupil in RE is assessed individually, and marking promotes the development of deeper thinking, with one child responding, 'God is a belief and can be anything you want it to be', when asked 'What might God look like?'



**The effectiveness of RE is Good**

Teaching and learning in RE is consistently graded as securely good. Teachers use a range of strategies to engage pupils, such as through art and discussion of 'big questions'. RE is monitored and evaluated regularly by the RE leader and other school leaders, through learning walks, lesson observations, talking with pupils and looking at pupils work. The school's assessments and the lessons observed, along with pupils work, indicate that pupils, including those with additional needs and the most able, are making good progress in RE. Progress and attainment in RE is in line with other curriculum areas.

Headteacher	Helen Hilton
Inspector's name and number	Garth Hicks 901