

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Glaphorn Church of England Primary School			
Address	Benefield Road, Glaphorn, Oundle, Peterborough PE8 5BQ		
Date of inspection	11 June 2019	Status of school	Voluntary controlled primary
Diocese / Methodist District	Peterborough	URN	121973

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Glaphorn Church of England School is a primary school with 82 pupils on roll. The majority of the 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school became a primary school in September 2016. The head teacher has been in post for 2 years and was appointed as executive head of this and another school in January 2019.

The school's Christian vision

A small and happy Christian school at the heart of its community offering challenge and opportunity to all. Jesus said 'love your neighbour as yourself' Mark 12:31.

Key findings

- The school's Christian vision is lived out in the strength of the relationships between pupils and adults in school.
- The focused leadership of the headteacher, supported by staff and governors, ensures that all feel valued and respected in this inclusive school community.
- The school offers a wide range of occasions for pupils to discuss injustice and inequality and engage in social action projects.
- Worship is warmly invitational. Pupils provide thoughtful responses to questions. There are few spaces for pupils' own quiet reflection, limiting their spiritual development.
- Pupils have an informed and respectful understanding of Christianity and a range of religions. There are some opportunities for pupils to discuss and debate.

Areas for development

- Make the school's Christian vision more explicit in documentation so that it is clearly understood by all members of the wider school community.
- Develop reflection spaces within school and so enhance opportunities for pupil's spiritual development.
- Develop a more systematic method for planning collective worship to ensure a clearer focus on the example of Jesus and biblical teaching.

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 school's Christian vision of loving your neighbour clearly supports the school community to create an atmosphere of mutual support. This creates a harmonious atmosphere, where all are encouraged to make the most of their God-given talents. Senior leaders supported by governors have established an effective self-evaluation process. The relationship between the school, church and wider community is strong and a reflection of the vision. The governors are rightly passionate in their support for the school community and its inclusive nature. They know the school well and they effectively evaluate the development of the school. The school has recently spent time revisiting the vision. It has worked to ensure that the links between the vision, values, learning behaviours and curriculum drivers are clear and rooted in biblical teaching. While pupils are clear about these links, this is less obvious in the wider school community. The recommendations from the previous inspection have been addressed and brought about positive outcomes. Relationships with the local church are strong and mutually supportive. All staff benefit from excellent, well targeted professional development. This has resulted in growing church school leadership, such as the executive headteacher, from within the school team.

The school curriculum aims to develop curiosity and focuses on individualised learning, enabling all to flourish. The school has recently invested in training to provide an emotional literacy support assistant as part of their commitment to ensuring all pupils fulfil their potential. With small and variable numbers in year groups it is difficult to identify any trends in standards over time. Attainment in Key Stage 2 is in line with national expectations and pupils demonstrate good progress in reading and writing. The school's Christian vision underpins outdoor learning, good behaviour, engaging with the community and understanding global issues well. Times for spiritual development are limited as there are few spaces for quiet reflection.

The school has a culture of high aspiration. This is supported through the 'learning dinosaurs' which help pupils to make positive choices and develop resilience, respect, resourcefulness and the ability to reflect. Pupils are developing an understanding of how these link to the school's Christian values. The school uses the fruit of the spirit to provide a biblical basis for this. The school has links beyond its immediate community such as with a school in the city of Peterborough. Wider links include pupils exchanging letters with children in Thailand through its links with the 'Place of Grace' charity. The school uses the parable of the good Samaritan to explain its vision of loving your neighbour and its approach to challenging injustice. Pupils talk confidently about how discussions about the natural world have led to them taking action. For example, by collecting crisps packets to recycle or using make up for red nose day instead of purchasing plastic noses. The school undertakes a wide range of charitable activities. These include individual pupils taking positive action and whole school initiatives where pupils decide how the money raised will be spent.

Pupils speak confidently about how the school's Christian vision helps them to work together and enjoy learning. The inclusive ethos of the school ensures that all feel welcome. Pupils behave well extremely well and relationships are very strong. These are directly linked by the staff and governors to the school's vision and inspection evidence supports this. Staff are clear role models often going the extra mile to support children. Parents support the inclusivity commenting on the strong culture of 'looking after one another' and how 'all are listened to and not judged'. Pupils are confident they know who would help them with any issues. They flourish in a range of leadership positions such as peer mentors, school or eco council members. Another example of how this Christian vision is demonstrated in the school on a daily basis. All in the school community are treated with dignity and respect using the school vision of loving your neighbour as inspiration. It is clear in this school all involved have a common purpose to provide the best opportunities for all to flourish. This is shown in the way members of the school community appreciate the care the children demonstrate towards each other. It is also shown in the way staff value and support each other. The children explain that when Jesus said to 'love your neighbour' that meant you should 'help everyone not just those who are like us'. This is supported by the inspection findings. While this is a clear culture within the school, this is yet to be clearly reflected in written policy.

Worship is an important part of the daily life of the school. It is valued by the pupils as a chance to be still and reflect or pray. Attitudes are positive because pupils feel involved, they contribute readings and choose prayers regularly. There are also times for children to plan and lead worship throughout the school year. Pupils speak enthusiastically about how worship provides opportunities to contribute to their spiritual development. One such example was collective worship conducted in the nearby bluebell wood. Learners provide feedback on worship on a regular basis. They pose thought-provoking questions which will then be responded to in future worship. Local clergy support the school well. Through this support and a range of visitors, pupils' experience of a variety of styles in worship and elements of Anglican liturgy. Pupils have a good understanding of the Christian belief in the trinitarian nature of God. Pupils talk confidently about Bible stories they have been told during worship. They can apply the messages within the stories to their own lives.

Pupils enjoy their learning in Religious education (RE). They have a clear understanding of a range of faiths and world views. This is supported by various visits to places of worship. Through skilled questioning by staff, pupils explore ideas and give their own points of view. Pupils talk about discussing difficult questions and how all are listened to and respected. They are able to link this to the school's vision of 'loving your neighbour' and respecting others' ideas. Pupils particularly value the time given for reflection in RE as it helps them to think about their own ideas. Good practice is regularly shared in school and staff value the support they receive from each other. The ethos lead, who has responsibility for RE, has a clear understanding of the strengths of the subject. Plans for its development are included in the school improvement plan, addressing an action point from the previous inspection.

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