

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

<b>William Gilpin Church of England Primary School</b>	
Address	Pilley Hill, Boldre, Lymington, SO41 5QG
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
Deep-rooted Christian values and strong, nurturing relationships nourish and enrich the lives of the children at our small church school. We build the courage needed to stand tall and challenge injustice, grow compassion so that our children emerge as kind, respectful and tolerant people, and cultivate a sense of community, branching out to others in our locality and the world beyond.
Key findings
<ul style="list-style-type: none"> <li>• All the school achieves and has ambition for is driven by the Christian vision and values. The vision is deeply Christian and skilfully underpinned by three distinctively Christian values.</li> <li>• Spiritual development is well embedded throughout the school curriculum. There are planned opportunities for spiritual reflection and staff are confident in using spontaneous moments to reflect using a common shared language.</li> <li>• Leaders have built a culture of compassion and established meaningful relationships. This enables all members of the school community to feel welcomed and treated with dignity and respect.</li> <li>• Collective worship fully lives out the school's Christian vision and values. It inspires actions and actively involves pupils. However, it does not fully empower pupils to act for themselves to improve the lives of others by tackling injustices.</li> <li>• The rich and engaging religious education (RE) curriculum enables pupils to flourish. However, not all pupil outcomes fully reflect the deep discussion and enquiry focus present in planning and teaching</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Establish consistent and high-quality practice in the recording of RE learning so that teachers easily recognise the depth of understanding achieved by pupils.</li> <li>• Enrich the understanding of 'stand tall and challenge injustice' to enable pupils to act to improve society.</li> </ul>



## Inspection findings

At William Gilpin Primary School, staff and leaders, including governors, work tirelessly to create an environment that enriches and nurtures the lives of pupils. The deeply Christian vision, underpinned by the three distinctive values of compassion, courage and community thread throughout school life. These values are expressed through Bible stories and actively lived out by pupils and staff. Furthermore, school leaders can explain how Bible teaching roots the school vision and influences decisions they make.

Governors have an extensive knowledge of the school and actively evaluate and monitor the impact of the school vision. Their ambition is unswerving and identified in a number of bold and ethical strategic decisions recently taken. School leaders, including governors, have embedded the vision and values into the school approach to working with vulnerable groups. Governors ask challenging questions of school leaders to ensure pupils, including the most vulnerable, are flourishing.

The three core values and vision statement are thoughtfully woven throughout the curriculum and ensure that the flourishing of the whole child is a strong focus. As a result, leaders have designed engaging learning opportunities and a diverse range of extra-curricular events to enrich and offer aspiration. Pupils talk positively about the inspirational visitors and actively engage with the thoughtful range of pupil leadership opportunities within school. The whole school parent conference and Stem Day with Rocket Man are two good examples that live out the school vision. School staff are active and outward looking, encouraging pupils to help others less fortunate. Consequently, pupils demonstrate compassion through their active engagement in charitable and environmental projects such as Cash For Kids and Green Bee Team.

The flourishing of pupils and adults is enabled through a carefully planned and well embedded approach to spiritual development. Staff and pupils have a confident understanding of their chosen language to describe spiritual reflections. Therefore, staff knowledgeably lead spiritual reflections and discussion which take place within RE, collective worship and across the curriculum. Pupils speak positively about 'mirror' and 'candle' moments, expressing how these discussions help them to act compassionately and respectfully. The depth of personal reflection captured in individual reflection journals identifies the impact of these planned and spontaneous moments.

A demonstrable strength of the school is its commitment to inclusion. All members of the school community are welcomed and treated with dignity and respect. Parents, pupils and staff all describe how they are shown value in the way they are listened to and actively encouraged to be themselves. Furthermore, parents, pupils and staff can identify the difference nurturing relationships, rooted in compassion, have made to them. One parent passionately described the transformational impact the school commitment to inclusion has had on their family. The school has embedded an active culture of love, reconciliation and hope that moves beyond tolerance and transcends relationships.

Pupils show deep respect for themselves, each other and staff, this leads to positive behaviours and nurturing relationships across the school. Parents and pupils identify behaviour and happiness as strengths of the school. One parent stated, 'I have never come across a school more welcoming, kind and warm'. Within the school, there is strong commitment to wellbeing, and staff effectively plan supportive activities which are highly valued by pupils. The lives of pupils, families and staff are enriched by the nurturing and genuinely inclusive approach adopted by the school.

Collective worship is highly effective. Leaders have ensured that the school vision and values




are integral to collective worship and pupils enjoy these times of the day. They are enthusiastic and identify enjoyable content, opportunity to reflect and being together as strengths. Leaders have skilfully planned collective worship, threading engaging Bible stories, practical examples, singing and times of celebration into planning. Stillness, reflection, prayer and liturgy are naturally embedded, yet a fully inclusive approach is maintained allowing everyone the opportunity to engage with integrity. Pupils and parents identify the impact of collective worship, highlighting how it develops courage and compassion. Collective worship also positively impacts staff spiritual flourishing, a member of staff confirmed this when stating, 'I feel a sense of lightness when leaving church collective worship.' Collective worship inspires pupils to show compassion. However, it does not yet lead to high levels of pupil led actions that challenge injustices and improve the lives of others.

The creation of the church school vision group has given pupils the opportunity to monitor, plan and lead acts of collective worship. The group of pupils is very well supported by the children and family worker from a local parish church. Pupils and staff talk positively about this work and can identify the difference they have made. The effective partnership with the parish children and family worker extends beyond collective worship and successfully impacts wellbeing, spiritual reflections and bespoke pupil mentoring. The fruitful partnerships the school enjoys with the local parish churches is identified by parents who speak fondly of church services and the gathering of community. Furthermore, the school is well supported by diocesan relationships. This has enabled school staff to further their practice in RE assessment and approaches to vision, spiritual development and global diversity.

RE has a high profile in the school and great care is given to the curriculum to ensure it is well sequenced and meets the needs of the mixed age classes. A deep sense of inclusion is evident in RE.

Teachers enable meaningful discussion in which pupils actively participate and enjoy. However, the recorded pupil outcomes do not always reflect the deep discussion and probing questioning approach utilised by staff. Pupils explain how their thinking has been challenged in RE. They confidently describe moments of acquiring new knowledge and thinking differently. Pupils enjoy RE and talk passionately about the subject. They describe it as a unique subject and welcome the safe space where all thoughts and ideas are valued and questions are encouraged. Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews. Some parents positively identify this impact of RE, describing the rich discussion of faith, beliefs and feeling that take place at home.



	The effectiveness of RE is		Good	
	<p>As a result of the rich and engaging RE curriculum, confident teaching and secure subject knowledge held by staff all pupils flourish in RE. The subject is skilfully taught and highly valued by pupils. Teachers make good use of a questioning approach to engage pupils and grow meaningful discussions. Staff work tirelessly to remove barriers to learning so that all abilities make secure progress within the subject. This enables pupils to respond keenly and gain age appropriate RE skills and knowledge.</p>			
Information				
School	William Gilpin Church of England Primary School	Inspection date	23 June 2023	
URN	116353	VC/VA/Academy	Voluntary aided	
Diocese/District	Portsmouth; Winchester	Pupils on roll	129	
Headteacher	Simon Croutear			
Chair of Governors	Tim Skinner			
Inspector	Stephen Cowdery	No.	2138	