



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

William Gilpin Church of England Primary School

Pilley Lane, Boldre
Lymington
Hampshire
SO41 5QG

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 06 October 2015

Date of last inspection: 01 October 2010

School's unique reference number: 116353

Acting Headteacher: Alison Timmings

Inspector's name and number: Linda Windsor (747)

School context

This school is much smaller than average. It is organised into four mixed age classes. Almost all pupils are White British and over 60% of pupils come from out of the catchment area. The proportion of disabled pupils and those with special educational needs is below the national average with the proportion of pupils eligible for free school meals being about average. There have been a number of staffing changes this term following the retirement of the headteacher in the summer. The assistant headteacher is now acting head with an NQT appointed, on a temporary basis, to cover her class of Y5/6. A new job share has been created to fill the vacancy following the promotion of the previous Y2 teacher, one of whom is an NQT.

The distinctiveness and effectiveness of William Gilpin Primary as a Church of England school are good

- There is a well-embedded set of Christian values that are known by all, are referenced in daily life and that support the excellent behaviour and attitudes of all pupils.
- There are excellent relationships across the school, rooted in Christian love and care.
- Worship is well planned with links to the Bible and to the school's values. This is effectively reinforced through the broader curriculum and, especially, through RE.
- There is a deepening understanding of spirituality across the school. Pupils are able to explore and question their own faith and beliefs and are developing empathy for others.
- There are excellent links with the local clergy and churches, with parents and with the wider community that benefit all.

Areas to improve

- Implement the more systematic plan to enable governors to monitor and evaluate the school as a church school, including RE, collective worship and distinctiveness using the SIAMS SEF as a template. Gather pupil and parent views as part of the process.
- Continue to develop the building and grounds to explicitly reflect and celebrate the Church foundation of the school.

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

The Christian values of forgiveness, kindness and belief are well embedded in school life. They are known by all and referred to regularly as a way of supporting and developing good attitudes and behaviour. As a result, relationships are excellent across the school and are based on Christian love and care for all. This is exemplified in a variety of ways including the Year 6 pupils being buddies to children in the Reception class, looking after them and guiding their social interactions appropriately so that they settle quickly and are happy in school. Achievement this year is generally in line with the national picture and is showing an improving trend. The school has identified areas to improve and has planned an aspirational programme to ensure this upward trend continues. The school recognizes that some aspects, Key Stage 2 (KS2) Writing and Year 1 phonics, need immediate attention to ensure significant improvement at the end of the school year. The spiritual, moral, social and cultural development of pupils is well met by the school. Worship, Philosophy for Children (P4C), religious education (RE) and the broader curriculum are all well planned to support the pupils in their development, giving pupils quality experiences that enrich and deepen their understanding of the world. P4C gives pupils an excellent platform for open-ended discussions and provides an opportunity for pupils to understand that there can be many varied opinions with no right or wrong answers. In recent discussion regarding Creation, pupils expressed their own opinions as to whether God is the Creator or if there is a scientific explanation. They are able to apply this skill to their developing understanding of other cultures and faiths. One pupil said, "Different people do different things and we should respect this". Sacred spaces within the school are used by pupils for prayer and reflection, one pupil saying, "We like to use these areas to say thank you to God." The school is keen to develop the building and grounds to reflect both its Christian ethos and provide spaces outside to support and promote spirituality and reflection. Parents often choose to send their children to this school, quoting the nurturing atmosphere and the family feeling as the reason. They know and support the school's Christian values and feel these are valuable in supporting the good moral and social development of their children.

The impact of collective worship on the school community is good

Worship is seen as an opportunity to enhance the sense of community within the school and is a central part of each school day. Worship is led by the headteacher, local clergy, other staff and, at times, KS2 pupils. Worship is well planned to support the school's Christian values and makes excellent links to biblical teachings. As a result, pupils can articulate how worship influences their attitudes and behaviour, saying, "When friends fall out, they think of our values and get over it!" The school year reflects the key Christian festivals and explores many aspects of the Christian faith such as prayer, baptism, the Eucharist and the Trinity. Pupils are able to discuss these with a good degree of assurance and an understanding of their importance to all Christians. Aspects of the Anglican tradition are evidenced in worship. These include the use of the liturgical colours, singing praise and candles lit for quiet prayer and reflection. Pupils enjoy worship and respond thoughtfully and appropriately. The worship observed, led by the headteacher, was natural and sincere. The Bible story told linked well to the school's Christian values. The singing was exuberant! KS2 pupils lead worship regularly and have been very well supported to ensure that these sessions include prayer and reflection. The local vicar helps plan and deliver worship, as well as advising on aspects of theology. Collective worship takes place in the church several times over the year and these services are always very well attended by parents. Governors regularly attend worship and are therefore well placed to monitor and evaluate worship for impact. This has been quite informal in the past but governors recognise the need for a more systematic and rigorous process and this is now underway. The statutory requirements for collective worship are met.

The effectiveness of the religious education is good

The school's tracking system allows effective monitoring and evaluation of RE. It shows RE to be in line with other academic achievement and broadly in line with national expectations. Cluster group moderation supports this view. Additionally, staff moderate RE work to ensure they are clear about the standards across the school. At present, quality of teaching is judged through general observations, planning and work scrutiny but the RE leader plans to do subject specific observations this academic year. Pupils are keen to learn in RE lessons because they enjoy the discussion that the concept led curriculum provokes. One pupil explained that RE helped her see things from different points of view. Good training ensures that teachers are confident in this subject and this is reflected in pupil engagement and in the quality of work. As a result of RE evaluation, the RE curriculum has been modified to allow for more in depth exploration of concepts through Christianity and other world faiths. Working in blocked units of time is effective in gaining pupil interest; keeping them motivated and helping them retain information and ideas. Lessons observed confirmed good teaching. Some work seen, following input on Hanukah, was outstanding. The RE leader is well equipped to ensure RE is seen as a core subject, is well resourced and well taught. She attends RE cluster group meetings both to improve her own understanding of the subject and to keep up-to-date with current thinking. RE is reported to governors on a termly basis and they, therefore, have a good understanding of progress and standards. Governors are, however, aware of the need for more rigorous scrutiny and have planned to implement this in the current academic year. The statutory requirements for RE are met.

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

The school has a clear Christian vision that is known by all and is inclusive, ensuring all pupils feel part of the school, whether of Christian or other faith, or of no faith. The values espoused, whilst clearly linked to Christian teachings, are values that can be embraced by all. Parents spoke about the balance achieved by the school as a Church school with a clear Christian ethos but keen to welcome everyone. Following the retirement of the headteacher, the assistant head is now acting headteacher for the next academic year and she has an accurate and honest view of where the school sits currently and where it needs to get to. Evaluation of the school as a Church school has been carried out by the acting headteacher but both she and the school's governors are clear that this needs to be broadened so that staff and governors should be more fully involved in future. Areas identified for improvement are included in the school development plan. Governors regularly review this and assess progress made. For example, the development of spirituality was identified as an aspect to be addressed. There were training sessions for all staff and governors. As a result, all are clear about methods and opportunities and, especially, on how this will impact on pupils' learning and behaviour. Additionally, governors have developed a monitoring plan for RE and worship to ensure these areas are meeting the required standards. Part of the process involves gathering feedback from pupils and parents. Parental views have been collated so that they can be taken into account in planning improvements, with an action plan in place as a consequence. Staff professional development is a focus for the school. With new staff, there is an identified need to ensure clarity and shared understanding. This is seen as a priority. Recruitment procedures ensure new staff are in sympathy with the Church school ethos and, indeed, there is a strong Christian commitment across both staff and governors. The school has excellent links to the local church with the vicar being a key figure in school, known and welcomed by all. Community links are also excellent. The school supports a number of village events such as the fete, the annual Memorial service, the Oakhaven project and much more. Whilst there have been several staff changes, the school has a clear direction for improvement and a willingness and determination to achieve the best for all the children. Both action points from the last inspection have been addressed.

