

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Yardley Gobion Church of England Primary School

Address	School Lane, Yardley Gobion, Northamptonshire NN12 7UL		
Date of inspection	21 January 2020	Status of school	Voluntary controlled primary
Diocese	Peterborough	URN	122007

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 Judgement	The impact of collective worship	Grade	Good

School context

Yardley Gobion is a primary school with 97 pupils on roll. The majority of 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 head teacher was appointed to the school in April 2018.

The school's Christian vision

"Using the talents God gave us to achieve and shine"

To inspire individuals, through our Christian values, to use their skills to succeed academically, artistically, physically, socially and emotionally.

God's voice thunders in marvellous ways; He does great things beyond our understanding. Job 37: 5

Key findings

- The strong and passionate leadership of the headteacher has created a vibrant Christian community with a vision focused upon transforming lives.
- Inspirational high quality religious education (RE) ensures it is valued by all. The use of big questions provides pupils with a safe space to reflect on philosophical and religious ideas.
- There is a strong culture of welcome where all are inspired to develop their God given talents.
- Pupils speak passionately about the exploitation of the natural world. They are confident advocates for change. Their understanding of Christianity as a living world faith is less well developed.
- Joyful, uplifting collective worship is underpinned by the school's Christian vision. Pupils take a considerable lead in the development of worship. Spaces for quiet personal prayer and reflection need further development.

Areas for development

- Implement a more robust and rigorous cycle of monitoring by governors to evaluate the impact of the school's Christian vision on all aspects of school life.
- Enhance the established reflection areas within and outside the school to develop deeper opportunities for spontaneous prayer and reflection.
- Develop pupils' understanding of the impact of Christianity on people's lives globally.

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 all using their God-given talents to achieve and shine, is central to the life of the school. On appointment, the headteacher spent time reviewing the vision with all stakeholders and strengthening the biblical underpinning. The revised version of the Christian vision was launched in January 2019. The associated biblical verse was chosen by pupils. Pupils felt it deeply illustrated the message that God would want you to be the best you can possibly be. The school uses Jesus' teaching of the parable of the talents to ensure that the vision is clearly understood by all stakeholders. This is demonstrated clearly in the way that all are welcomed, valued and supported in this inclusive community. Parents support this through comments such as, 'this is a very loving school with such a welcoming atmosphere'. The foundation governors know the school well and are rightly proud of its inclusive ethos. They monitor collective worship and RE very well. But the monitoring of the impact of school's vision across all aspects of the school's life lacks sufficient rigour. Some school policies, such as the behaviour policy, deeply reflect the vision. The policy uses further examples from the Bible to illustrate how the school's approach is rooted in Jesus' teaching. This is not consistent across all policies. There are strong relationships with the local church and the wider community which bring mutual benefits. For example, the church is involved in supporting pupils when they transfer to secondary school. All staff benefit from excellent, well-targeted professional development. This has resulted in staff being able to contribute their skills for the benefit of the pupils and each other. Development points from the previous inspection have been addressed. They have brought about positive improvements, such as pupil involvement in leading and monitoring collective worship.

The school curriculum is designed around the school's Christian vision to give everyone opportunity to shine with God's help. It ensures pupils experience a wide variety of engaging experiences. Highly personalised approaches to learning ensure that pupils make progress at least in line with national averages. The school supports spiritual development through the provision of reflection areas within each classroom. A recently developed main reflection area provides prompts to support and guide pupils. The classroom areas are underdeveloped and so opportunities for spontaneous reflection and prayer are limited.

Relationships at all levels are a strength of the school. The school's Christian vision supports all to recognise and celebrate difference. It also supports positive learning attitudes such as perseverance and resilience. It is the key to pupils developing aspiration for themselves and their community. The school's Eco teams are an example of this. They have engaged the whole school community to take part in recycling projects. This pupil led social action is not only supporting the school but also a school in Malawi with its own project for plastic waste. The pupils talk with passion about how everyone should look after God's wonderful world and are exemplary advocates for change.

Pupils behave exceptionally well. They demonstrate exceptionally high levels of care and concern for each other. Any minor incidents of disagreement are dealt within the spirit of forgiveness and reconciliation. A parent supported this view 'pupils know how to support each other and make a real difference to each other's lives'. This links to the school's Christian vision. Mental health, wellbeing and academic attainment are equally valued. Pupils are well supported through wellbeing programmes so consequently attendance is above national averages. The school prayer, written by the pupils, recognises that everyone is unique and has God-given talents. Parents are extremely appreciative of the way this enables pupils to value difference. One example of this was a parental comment, 'my child understands that we all do things in different ways but all these ways should be valued'.

Collective worship is an inspirational time when the school joins together. Pupil's attitudes are extremely positive and they appreciate the wide range of approaches such as drama, art and times for reflection. This is clearly linked to the school's Christian vision. Through biblical stories and prayers shared in worship, pupils learn that God would not want them to hide their talents. One pupil commented 'we should use our God-given talents for good each and every day'. Pupils clearly link this to their daily lives both in and out of school. Collective worship is carefully planned by all members of the teaching staff. Pupils are fully involved in aspects of the delivery every time the school gathers. Pupils have recently started planning and leading full acts of worship. The impact of this is limited. Pupils also contribute to the development of worship through formal monitoring systems. From their feedback the school has introduced the lighting of 3 candles when they gather

for worship. This has resulted in pupils who have a clear and age appropriate understanding of the trinitarian nature of God.

Pupils are inspired by RE lessons. The subject is exceptionally well led. It has a high profile across the school and is included in pupil progress meetings alongside maths and English. Assessment systems are innovative and well developed. They lead to very effective planning which ensures pupils develop impressive skills in enquiry analysis and interpretation. Through the links with the diocese the headteacher regularly supports other schools in developing their own practice in RE. Pupils have a well-informed understanding of a range of religions and world views. They are developing an understanding of Christianity as a living and diverse faith.

Staff, parents and governors hold the headteacher as a shining example of how God's love and care for the community and the school is demonstrated. The Christian vision has become central to the life of the school resulting in an atmosphere where all are valued for their contribution.

Headteacher	Val Griffiths
Inspector's name and number	Annette Ray 888