

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

<b>Gedney Hill Church of England VC Primary School</b>	
Address	North Road, Gedney Hill, Spalding, PE12 0NL
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

School's vision
To provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) by igniting imagination and curiosity which builds an enduring passion for life-long learning.'
Key findings
<ul style="list-style-type: none"> <li>• Leaders have developed a vision that reflects the local context. All decisions are made based on this vision, which is rooted in Christian teachings and places the child at the centre. In doing so, it enables all to flourish by being the best they can be.</li> <li>• Spirituality is securely understood and thoughtfully articulated. Nevertheless, how this is expressed and explored through the curriculum is in its infancy.</li> <li>• Relationships are important in this Church school and are grown to ensure the community lives well together. Forgiveness and reconciliation underpin the strong inclusivity of all pupils, including those considered vulnerable, enabling all to flourish.</li> <li>• Collective worship is at the centre of school life and it explores the Christian vision. It is inclusive, invitational and inspirational. Links between key Christian teachings and actions in pupils' daily lives are limited.</li> <li>• The religious education (RE) curriculum has been carefully constructed to meet the needs of all pupils in mixed aged classes. It offers a good balance of believing, thinking and living. However, deeper level thinking leading to critical reflection is not yet embedded.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Maximise opportunities for pupils' spiritual development across the curriculum so they can flourish in the fullness of life.</li> <li>• Continue to develop the inclusive aspect of collective worship so pupils use its messages to impact positively on their daily life.</li> <li>• Build on the effectively planned RE curriculum to ensure that pupils reflect critically through deeper thinking.</li> </ul>

## Inspection findings

Gedney Hill is a small, rural school where every person is included, thoroughly known and genuinely cared for. As a result, all feel valued. The Christian vision has created a warm and inclusive ethos. Each pupil feels trusted and can trust as this ethos and vision is centred around celebrating uniqueness in the fullness of life. It seeks for the school to explore new horizons and realise the gifts of every pupil. The vision is understood and explored through core Christian values, such as, curiosity and creativity. These are exemplified through the teachings of Jesus and the Bible. Consequently, there is a deep desire to accept one another and develop caring, responsible relationships. Committed governors provide support and take pride in being the guardians of the school's Christian character. This is developed through strong relationships with the Diocese of Lincoln. The collaborative work with the diocese has enabled governors and school leaders to evaluate the impact of the vision in detail. They regularly check how the vision drives the school's priorities and as a result this strengthens the outworking of the vision further.

The vision drives the work of leaders. They are passionate about inclusion and achieve success by integrating pupils with complex social, educational and behavioural needs. Leaders live out the vision by demonstrating a high-level of commitment to support the vulnerable. As a result, great care is taken to know each individual so that provision can be put in place to enable them to flourish. Examples of this include bespoke support to regulate pupils' behaviour that is underpinned by the Christian act of reconciliation. Therefore, pupils feel fully included and accepted for who they are. Actions taken to support those in need are, in some cases, transformative. For instance, pupils with complex needs are hard to identify in the classroom. They flourish by being well-supported and understood by their peers. Governors are highly effective by living out the vision. They take courageous actions to ensure pupils have the required assistance. They draw on the vision that everyone can excel if they are seen and understood. This includes making financial decisions to provide significant, further expert advice and staff training on a range of additional needs. This results in pupils' learning and emotional needs being enriched. For example, highly trained staff support pupil wellbeing and mental health. They ensure pupils are nurtured and given the right help to flourish in the fullness of life.

Work has been undertaken to carefully develop a shared understanding of spirituality amongst the staff. Opportunities for spiritual development within the curriculum are being identified to develop pupils' appreciation for reflection. This reflects the vision to offer a range of wider experiences to pupils. However, this is in its early stages and as a result pupils do not yet have the language of spiritual reflection. Pupils are at the start of their spiritual journey to be curious, questioning and reflective of the world around them. Using reflection spaces, that include prayer boxes in each classroom, is beginning to encourage pupils to reflect beyond themselves. Knowledge of regional and national events provides time for pupils to engage with injustices beyond their locality. This, for example, has resulted in pupils organising collections for the food bank and leading enterprise events for charities of their choice. Pupils extended their work to be global agents of change by working with charities supporting children in the African continent. This work enables pupils to become effective global citizens. As a result, they confidently articulate their desire to make a difference.

Everyone is treated with dignity and respect, based on the Christian value of forgiveness. This is because the vision empowers adults to model care and love. It is explored further in the relationships, sex and health education curriculum. This promotes an ethos that celebrates individuality and difference, enabling pupils to look outward because they feel valued. Care and kindness permeate through the school. Examples of this include work the

school undertakes with a local care home and through each class having nominated pets to care for. Pupils are encouraged to pursue their own talents, think outside of the box and aim high. This is exemplified in the wide range of extra-curricular clubs staff lead. As a result, personal and academic achievements of its pupils are equally valued and celebrated. Educating pupils to respect difference is a priority at Gedney Hill. It is explored in many ways, such as the use of reading books that reflect equality, inclusion and diversity. These provide a way for pupils to identify and understand the cultural and social differences in the world around them.

Collective worship is valued at Gedney Hill. It is inclusive and seen as a conversation with God. Hence, pupils have opportunities to develop a meaningful connection to God through prayer. Here, through choice, they can ask him for guidance in their daily lives. Pupils lead aspects of worship regularly, as they cherish this time together. Joyful singing is a key part of worship which everyone finds uplifting. Diverse Christian teachings are explored through core Christian values. These are beginning to shape how the school community live their daily lives. However, links between how Jesus lived his life and how pupils may live their lives are not fully developed. The richness of the church year is celebrated through the strong links with the church. Consequently, this strengthens the school's Christian identity of tradition, generosity and grace. Pupil voice plays a key role in planning, delivering and monitoring worship. It is acted on by senior leaders on a regular basis, keeping worship dynamic and empowering. Thus, worship is a cohesive statement of the Christian foundations and vision of the school.

RE is given a high status in the school. Pupils enjoy the subject because of the challenge it provides through focusing on believing, thinking and living. Pupils are captivated by learning about how religions are diversely lived. For example, learning starts with pupils' own views, experiences and ideas before exploring other beliefs and worldviews. Pupils, however, find deeper thinking leading to critical reflection a challenge as its development is in its infancy. Knowledge has been effectively mapped out in RE plans. This alongside support from the diocese, has grown teacher confidence. In RE lessons, a wide range of worldviews are explored and enriched through well planned visits. Pupils particularly remember visits to a mosque, local church and Baptist church. These reflect the school's vision of exploring new horizons. Consequently, pupils value exploring rich life experiences in lessons and develop an understanding of the diversity of beliefs.

Information			
School	Gedney Hill Church of England VC Primary School	Inspection date	12 June 2023
URN	120548	VC/VA/Academy	Voluntary controlled
Diocese/District	Lincoln	Pupils on roll	67
Executive Head Teacher	Alison Buddle		
Chair of Governors	Ian Stancer		
Inspector	Christopher Allen	No.	847