



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St. Giles Church of England Voluntary Aided Primary School

Sheepcote Road
Killamarsh
Sheffield
S21 1DU

Previous SIAMS grade: Satisfactory

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 29 /30 January 2015

Date of last inspection: 1 July 2011

School's unique reference number: 112925

Headteacher: Matthew Loader

Inspector's name and number: Alison Woodhouse 777

School context

St. Giles Primary School serves an ex-mining community and currently has 300 pupils on roll of which almost all are of white British heritage. The proportion of pupils eligible for free school meals is higher than the national average in key stage two. There are currently 24% of pupils with special educational needs which places the school above the national average. The current headteacher has been in post for two years with the deputy headteacher and chair of governors being in post for just over a year. St. Giles church is a fifteen minute walk from the school.

The distinctiveness and effectiveness of St. Giles as a Church of England school are good

- Leadership at all levels, including the headteacher, governors, RE co-ordinator and teachers, have worked together well so that the school's Christian distinctiveness is clearly known and valued.
- Daily worship is vibrant and is central to the life of the school. Worship makes a positive impact on the spiritual development of pupils and staff.
- Religious Education (RE) is seen as a core subject.
- The quality of relationships with parents and the parish provides a positive Christian impact in the wider community.

Areas to improve

- Embed effective prayer spaces such as the new spiritual garden to enrich the spiritual development of learners.
- Provide more frequent opportunities for pupils to lead collective worship.
- Ensure the new RE curriculum provides challenge and consistency across school.

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

Christian values are clearly expressed by the headteacher and staff across the school. They are becoming more explicit in school documents and clearly understood by all members of the school community. Christian distinctiveness is prominent on the school website stating, 'we are proudly Christian in character and base our ethos on the teachings of Jesus Christ.' Pupils speak very positively about their values and where they come from. When asked about the difference a Church of England school could make a new pupil said, 'a big difference! I have made good friends here and I like the singing in worship.' This can be attributed to the welcoming ethos, supported by the variety of Christian activities such as Messy Church and Envision provided for the whole school community. It is clear that the Christian character of the school, which ensures every child is nurtured to reach their full potential, is having a good impact on pupil achievement. Pupils feel that their ideas are listened to and acted upon; this has been recently enhanced by the Children's Christian Council (CCC) and the Christian Distinctiveness governor's committee. Both groups have worked hard to address the development point from the last inspection, 'to develop procedures for the regular monitoring and effectiveness of the school as a church school.' This is reflected in the views of parents and the community who speak highly of the school's Christian character and appreciate how their views are sought through both formal and informal ways. One parent commented positively on the school's core values stating, 'it is reflected in the behaviour of the children,' with another parent adding, 'and the children bring the values home, discussing values and linking them to Bible stories.' Pupils have a developing knowledge of Christianity as a multi-cultural world faith. This is enriched by school links with Madagascar, which is a long term project involving local churches and the community.

The impact of collective worship on the school community is good

Collective worship is a lively and inclusive spiritual experience which engages the children. It has a strong interactive element in which pupils are expected to make informal contributions to the day's theme. The collective worship leader has evaluated worship across the whole school community, and ideas for improvement have been carried out. In addition to formal questionnaires all pupils are encouraged to give feedback on daily worship as they leave the hall. One pupil commented how worship really made a difference to relationships and bullying, stating, 'because we talk about Christian values and bullying in worship, people understand it and so now they don't do it.' This demonstrates the previous inspection development point to 'improve the impact of CW on pupils' has been met. Parents also talked about the positive impact worship had on the school community, linking the 'fruits of the spirit's values,' to positive pupil behaviour, speaking highly of the awards pupils could receive. They also welcome regular invites into worship and particularly like 'Envision,' a termly opportunity to attend a Christian themed evening as a family. This is having a positive impact on developing spirituality within the school community. A detailed long-term plan for collective worship ensures themes are linked with Bible stories, Christian festivals and church links. Pupils show a good understanding of Anglican traditions including an understanding of the Trinity evidenced from discussion as to why they light three candles at the beginning of each worship. Christian values are also woven through collective worship and supported by a variety of leaders. Local clergy enrich worship and their regular contribution is enjoyed and appreciated by adults and learners alike. All staff are in attendance and the impact is easily articulated by adults as they welcome having the time to reflect and share themes from worship in the classroom. Involving the pupils in regularly leading worship is in its infancy and the school recognises the need to develop this role for pupils. Prayer is a key and integral feature of the worship life of the school. Pupils have written their own prayers which they lead in worship and traditional responses are used. Prayer is seen as important by pupils and staff as classrooms display pupil's contributions to prayer. A new spiritual garden has been introduced and is beginning to impact on pupil's spiritual development.

The effectiveness of the religious education is satisfactory

Religious Education (RE) is seen as a core subject as depicted in key documents such as the school development plan. This means the previous inspection point 'to restore the priority of RE to its core subject status' has been fully met. Standards in teaching of all subjects have been a focus for the school and all lessons, including RE are now deemed to be good or better. The RE leader is well supported to introduce new initiatives and evaluate the impact of RE. She is developing her role by attending and disseminating training from the diocese and has introduced the new RE syllabus across the school. The curriculum follows the current diocesan guidance and makes good use of the locally agreed syllabus and is predominantly Christian based, reflecting the school's Christian character, at the same time as giving due weight to other faiths. However this syllabus is newly introduced and is yet to become embedded in normal practice in the school in the delivery of RE. The subject leader, has worked hard and successfully to raise the profile of the subject and its focus in school improvement planning. New tracking systems, in line with other core subjects are now in place and teachers are beginning to use them to record pupil's achievement. Early indicators from monitoring show that good progress is being made in RE, meaning the school is well placed to develop the RE provision. Input from the vicar and good church links mean that Anglican traditions are successfully discussed and taught. Established links with schools in Madagascar and Gambia contribute to the children's understanding and appreciation of faiths, cultures and traditions different from their own. The governors' Christian Distinctiveness Council is now assigned to ensure RE is kept as a priority, and these plans are in their initial stages. Pupils are encouraged to be reflective and they were enthusiastically engaged in their learning during the RE lessons observed. All lessons were well presented with good pace and relevant use of resources and appropriate differentiation.

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

The headteacher is committed to being both a practical and spiritual leader of the school community and shares open dialogue with staff who are clear about the direction of the school. The leadership and management provided by the headteacher and governors contribute significantly to the success of St. Giles. Priority has been given to the church school status, evidenced by the governors committee of 'Christian distinctiveness.' This committee is actively involved in evaluating the school as a church school and inputting into the school development plan as appropriate. Working closely with the headteacher and leader for collective worship and RE, governors are involved in the life of the school and actively support events reflecting the church status. Links with the church enhance this further and can be seen in events such as 'Envision,' 'Messy Church,' 'Open the Book,' and support from the church in enriching the understanding of Anglican traditions. This is reflected in a good team spirit with everyone being actively part of the church school ethos. The SIAMs self-evaluation (SSE) has been used for effectively demonstrating accurate insight into the school's current position and ensuring the previous development point in relation to 'including the church status in the development plan' is fully met. Relevant and challenging targets for the school are identified in the SSE, which has been written with full consultation with all the stakeholders. Parents take advantage of the open invitation extended to make comments and ask questions about any aspect of school life. They enjoy attending special events, are supportive of the school and speak positively about the headteacher's vision and links with the church.

SIAMS report January 2015 St. Giles Aided Primary School, Killamarsh, Sheffield. S21 1DU