

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goldsborough Church of England Voluntary Controlled Primary School	
Main Street, Goldsborough, Knaresborough HG5 8NJ	
Current SIAMS inspection grade	Good
Diocese	Leeds
Previous SIAMS inspection grade	Good
Date of inspection	28 March 2017
Date of last inspection	6 July 2012
Type of school and unique reference number	Voluntary Controlled Primary 121562
Headteacher	Matt Shillito
Inspector's name and number	Lynne Gillions 662

School context

The school has 88 pupils on roll in 4 classes. Following a formal collaboration with Sicklinghall School in 2015, a federation was recently established in January 2017 so the new governing body has only been in place for 3 months. Since the last inspection, there have been several different incumbents in place at the church. There have also been a number of changes to the school's organisation and staffing. Most pupils are of white British heritage. The percentage of pupils with special educational needs is below the national average as is the percentage of pupils in receipt of pupil premium funding. The school serves the village and also takes in some children from the town nearby.

The distinctiveness and effectiveness of Goldsborough Church of England Primary School as a Church of England school are good

- The school is well led by a dedicated and enthusiastic headteacher, supported by staff and governors, who are all committed to a Christian vision that has a significant impact on standards, behaviour and relationships throughout the school.
- Children are confident and enjoy learning and their attainment is usually at least in line and often above national standards.
- The school nurtures and supports vulnerable children and their families very well, by helping to remove barriers to learning and putting in place support programmes to address specific needs.
- Children are polite and welcoming and they care for each other and are empathetic to the needs of others.
- There are good opportunities for children to take on responsibilities which encourage them to make a positive contribution to both their school and their community.
- The school has close links with the local church and this significantly contributes to pupils' spiritual development.

Areas to improve

- Further develop the aims of the school to promote specific Christian values so that they become more explicit in the life of the school.
- The new governing body should establish a systematic, robust schedule of monitoring and evaluating the school's performance as a church school which involves all stakeholders. Outcomes should identify best practice and areas for development should feed into the School Development Plan and secure further improvement.
- Increase the role of the Collective Worship Committee so that pupils take on more responsibility for planning, leading and monitoring collective worship.

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

The school has five values: inspiration, respect, teamwork, perseverance and happiness. These are closely linked to Bible teaching and the overall Christian ethos which forms the bedrock of the school. These values particularly influence the strong, supportive relationships throughout the school. This results in children who are confident, happy and eager to learn. They enjoy school because teachers make learning fun and they thrive as part of a loving, caring school family. There is scope to further develop these values to give them a stronger Christian focus and theological grounding.

Children are polite and friendly and welcome newcomers into their school. Year 6 children act as buddies to Reception children and this is particularly appreciated by the parents. The vast majority of children exhibit outstanding behaviour and where children need help in managing their behaviour the school actively puts in place measures to support them. Forgiveness and restorative practice are central to resolving any disputes or inappropriate behaviour. This encourages children to take responsibility for their own actions and their impact on others. Vulnerable pupils and those with additional needs are given extra support and benefit from initiatives such as the learning conversations which involve pupils, family members and staff. In these ways, the school is helping to remove barriers to learning and one parent described her child as 'flourishing'. The staff show real commitment to the children under their care and are keen to see them reach their full potential.

Overall, achievement in school is good and pupils progress well. Performance is tracked and any areas of under-achievement are identified and addressed. By the end of Key Stage 2, most pupils leave the school having met or exceeded national expectations. The school recognises that Christian values, particularly perseverance, contribute to pupils' achievement because they are encouraged to face challenges in a supportive and caring environment.

All pupils have the opportunity to take on responsibilities as members of committees such as the School Council who focus on school issues, the Community Group who look at British values and communities different to their own and the Collaboration Group who focus on their links with other schools. Members of these groups discuss issues with the headteacher over a working lunch.

Children show an outstanding capacity to empathise with the needs of others and respond in appropriate ways. An adult said, 'Our children want to do good in the world.' They raise funds for numerous charities and people such as the Harrogate homeless, Comic Relief and Fairtrade. They also express their empathy for others in their writing for example when discussing Syrian refugees coming to North Yorkshire one child wrote that we should 'treat people as we treat those we love'.

School offers children opportunities to explore spirituality particularly in religious education(RE), collective worship and through contact with the local church. Reflection areas in classrooms and a quiet outdoor area provide children with spaces for quiet thinking. These are most effective where materials are supplied to help children focus their reflections. They could be further developed to provide more interactive opportunities in all classrooms which focus on a specific Christian value or issue or encourage children to ask questions. Opportunities in other curriculum areas help children develop a sense of awe and wonder as when children were looking at the gestation time and birth of baby elephants and linking it to God's creation. Children can talk about spiritual matters well and discuss issues such as why Jesus died on the cross, expressing their own views and posing their own questions.

Children enjoy RE. They understand that Christianity can be expressed in different ways. They see the value in learning about other faiths and pupils particularly benefitted from their visit to a mosque. Older children, studying Islam made their own books which demonstrated their knowledge and understanding. Overall, the spiritual, moral, social and cultural understanding of the pupils exhibits some outstanding features.

The impact of collective worship on the school community is good

Collective worship is a central part of the school's character and all stakeholders recognise the important role it plays in communicating the Christian values and beliefs which underpin school life. Worship is well planned and based on Christian values, Bible teaching, other relevant themes and major festivals. All teaching staff lead worship along with clergy, a local Methodist preacher and other visitors such as the Fairtrade co-ordinator.

Children enjoy collective worship and behave respectfully, listening carefully, singing beautifully, actively taking part when asked and reflecting on what is being said. They are keen to participate and willingly offer responses to questions. They take an active role in leading special services in church and are ready to take on more responsibility for planning, delivering and monitoring collective worship more regularly in school.

The impact of collective worship is evidenced in the excellent behaviour and supportive relationships throughout school and also in charitable social action. Pupils raised funds through an enterprise initiative and staff participated in an outdoor sponsored swim to raise funds for toilets in areas of the world with poor sanitation. There are photographs of these outside the pupils own toilets.

Children understand the importance of Jesus to Christians and they show a developing understanding of God as Father, Son and Holy Spirit. They also appreciate the value of prayer to people of faith. Children have opportunities to pray during the school day but their understanding would be enhanced if they were given opportunities to experience prayer in different ways such as spontaneous prayer or through prayer walks. The reflection areas have prayers on display but they could be further developed to give a greater focus on prayer activities.

Pupils can discuss the impact that collective worship has on their lives. The story Jesus told of the wise and foolish builders taught one child not to take the easy way and cheat at games but rather play the game the hard way. Another person said it had taught him the importance of doing something properly.

Children have some understanding of Anglican practice such as the use of symbols and Holy Communion. Their understanding could be further developed by the use of some simple liturgy and the use of liturgical colours to define the different seasons of the church year. They enjoy visiting the church and benefit from the involvement of clergy in collective worship.

Some monitoring of collective worship takes place by adults but is rather infrequent. The collective worship committee, made up of pupils, discusses the quality of collective worship. They are well placed to take on further responsibilities for worship. Further contributions from other stakeholders on a regular basis would enrich the quality of monitoring.

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

The school is well led by a committed and enthusiastic headteacher who has the support of the school community. Leaders have had a clear focus on establishing first a collaboration and then, in January 2017, a federation with Sicklinghall Primary School. Consequently, at the time of the inspection, the newly formed governing body had only all met together once. It is therefore in the process of establishing roles and responsibilities. Governors are keen to ensure that the Christian foundation of Goldsborough School is preserved and this has been written into the terms of reference. Historically, the foundation governors have been regularly involved in school and the new foundation governors are aware of their responsibility to monitor the school's distinctiveness and effectiveness as a church school. A new, robust schedule of monitoring activities needs to be quickly established and the headteacher has made a start on this with an electronic questionnaire for pupils about collective worship. Outcomes from monitoring should then feed into the School Development Plan which always has a priority focused on its performance as a church school.

All leaders recognise the impact that the Christian ethos has in providing a loving, caring environment which enables pupils to achieve well, maintain good relationships and demonstrate exemplary behaviour.

The partnership with the local church is strong and the newly appointed team rector is on the governing body and has already started to make good links with the school. The church hosts special services for the school which parents enjoy attending and the school choir sometimes sings at Sunday services. These activities, along with events such as the summer and Easter fairs help to embed the pupils into the local community.

The co-operation that leaders and staff have established with Sicklinghall and a school in Keighley help to enrich children's social and cultural experiences and there are plans to further develop children's understanding of global communities. Networks with other local schools are also supportive in further developing the school and in sharing Goldsborough's expertise with others.

The school's relationship with parents is strong. They appreciate the regular communication they have with school and they have confidence in the staff and school leadership. They feel that staff are approachable and will address any issues they raise. They are very supportive of the school and the quality of care and support that the school gives to their children. They believe their children are thriving in the school and they acknowledge that the Christian ethos is a fundamental element of the school's character.

Some leaders have benefitted from diocesan training but the new governing body needs to ensure that staff and governors receive adequate training to fulfil their roles and ensure that the school goes from strength to strength.

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