

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Gilbert of Sepringham Church of England Primary School	
Address	West Road, Pointon, Sleaford, Lincolnshire, NG34 0NA
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	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>As a welcoming church school, we strive to Sow Seeds and foster pride in all we do. Through an aspirational learning environment, we support our school family to Grow Together so that everyone feels valued and motivated to achieve. We Reach High for success at St. Gilbert's and beyond.</p> <p>'I am the true vine, you are the branches' (John 15:5)</p>
Key findings
<ul style="list-style-type: none"> The vision is clearly articulated by all members of the community and is securely underpinned by the associated values. However, systems are not fully developed to evaluate its impact. Collective worship forms the bedrock of life in school. It is expertly planned and impacts deeply on the lives of all. Pupils understand how to help and improve the lives of others. However, they have limited experience of being courageous advocates beyond their locality. Carefully woven opportunities for spiritual development are capitalised upon to allow pupils to grow spiritually. Although there is provision for spiritual development across the curriculum, opportunities for pupils to articulate their experiences are less well developed. Religious education (RE) provision enables pupils to have a clear understanding of Christianity and other world faiths. They make good progress as a result. The culture of improvement across the school ensures continuous development.
Areas for development
<ul style="list-style-type: none"> Embed robust systems to evaluate the impact of the vision across all aspects of the school's work. Develop opportunities for pupils to be courageous advocates for change, enabling them to understand the positive impact they can have on the world. Formalise and explore a range of ways for pupils to develop their ability to articulate their own spirituality.
Inspection findings
<p>The school's vision has been well-crafted by senior leaders, in consultation with the wider school community. It is understood and known by all and reflects the intention for everyone to grow together. Infusing all aspects of school life, the vision influences all that it does. However, its impact is not fully evaluated by leaders so that success can be celebrated and changes made. Pupils are keen to share the vision and the school's strap line, 'Sow Seeds: Grow Together: Reach High' and articulate what it means to them. They provide examples of how the school helps them to reach high. This includes the support they are given in all aspects of school life. Parents agree their children are well</p>

guided at St. Gilbert's which helps them to flourish. They talk about the sense of togetherness they experience, expressing their gratitude for the guidance their children receive. This is a key reason why parents choose St. Gilbert's because 'pupils here are known as individuals'. The inclusive nature of St. Gilbert's has seen children welcomed from Ukraine. These families are immensely grateful for the love and compassion they have been shown. Everyone feels valued and rooted in the vision. Strong relationships infuse life at St. Gilbert's. As a result, pupils with a wide range of needs and backgrounds flourish as they are 'held in the school's arms'.

Collective worship is excellent. It is an outward expression of love and togetherness which is so effortless, yet compelling. It is transformational, particularly for those pupils who have experienced disadvantage. Pupils new to the school describe their experience saying 'it's helped to change me'. The deep culture of reflection allows pupils to express their spirituality, which has a positive impact on them. The importance and centrality of collective worship in the life of the school is readily expressed by all. They share how 'it is very important' in their daily lives and 'it teaches us how to live and be better people'. Pupils who do not consider themselves to have a faith were equally exuberant when talking about the essential role worship plays. This is because the vision and values which permeate worship are skilfully tailored to meet the needs of all in the school. This highlights its inclusive nature. Pupils share 'worship brings us together as part of our St. Gilbert's family' which supports the building of a strong school community. Worship provides opportunities for learning from the Gospels. It also enables stories to be shared of people around the world who have suffered persecution. For example, pupils hear stories of those who have been wrongly imprisoned or suffered significant hardship. Consequently, they have an appreciation and empathy for these role models and how they can influence their lives. The invitational nature of worship provides opportunities for all to be active participants. Pupil worship leaders regularly open and close the worship, act out stories and lead prayer. This enables the time to be meaningful to all. Pupils share in the life and teachings of Jesus, providing the context for the school's deeply-rooted Christian character.

Pupils with additional needs are well supported. The tailored approach to learning recognises them as individuals. Those who are more able are successfully challenged to reach high. Parents value how this enables their children to succeed as learners. Consequently, 'no child goes unnoticed'.

Through collective worship and the wider curriculum, pupils learn about local charities and the valuable work they do. They engage in social action enthusiastically and raise money for charitable causes. They understand the significance of fund raising and the impact this can have on people's lives. They attribute their generosity to the examples Jesus set in the Gospels.

Pupils encounter examples of how the natural world is exploited in RE and geography lessons. This enables them to develop their own worldviews. Pupils know that it is important to care for God's creation. However, opportunities are not available for them to engage in activities that have an impact on the wider world. Pupils have a very clear sense of morality generated by the school's vision. The level of care they demonstrate towards each other, and to visitors to the school, appears effortless. They encourage each other to do the right thing, referencing their learning about being kind and thoughtful to what they have heard in worship. Through the school council and wider curriculum, pupils become confident communicators. This is evident through their video recordings in which they share why St. Gilbert's is such a special school to them.

Professional development enables staff to plan effectively and weave opportunities for spiritual development across the curriculum. Staff benefit from having excellent relationships with senior leaders. Consequently, working at St. Gilbert's is transformational for some. They recognise all the school does to support their emotional and spiritual wellbeing.

The school is passionate about utilising God's creation for spiritual development through its forest school provision. Pupils explore aspects of learning and develop their spirituality in a range of ways. They enjoy outdoor learning, saying 'being outdoors allows us to think about God's world and be

thankful for it'. As a result, pupils think carefully about how they treat the world. There are also opportunities for prayer and reflection throughout the indoor environment. However, these are not consistently well developed. Although pupils have a growing sense of their own spirituality, they do not have a shared language to articulate it. Senior leaders recognise this as an area for development. RE provides pupils with the opportunity to ask big questions, further developing their spirituality.

RE is well planned. Pupils think critically about Christianity and texts from a range of world faiths. They look for similarities between world religions, comparing celebrations for example. This enables them to respect and understand the views of others. The link between British and Christian values is made explicitly. Consequently, pupils know that British values such as the rule of law, are influenced by Christianity. Pupils enjoy RE lessons and are eager to learn. The curriculum successfully supports pupils' understanding of diversity in Britain and around the world.

	The effectiveness of RE is		Good
	<p>Pupils develop knowledge, skills and understanding over time through well planned provision. This allows all pupils to make good progress. The Diocese of Lincoln agreed syllabus provides a sequential and cohesive learning journey. It ensures pupils engage with theological and philosophical questions. Pupils have the space to develop and question their own beliefs through the richness the curriculum provides. Teachers use assessment, in a timely manner, to ensure misconceptions are clarified.</p>		
Information			
School	St. Gilbert's of Sepringham Church of England Primary School	Inspection date	14 th July 2023
URN	120606	VC/VA/Academy	VA
Diocese/District	Lincoln	Pupils on roll	105
MAT/Federation	N/A		
Headteacher	Emma Hunt		
Chair of Governors/Trust Board	Matt Timings		
Inspector	Ben Hodson	No.	2231