



**Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006**

Diocese of Leicester

Leicestershire Local Authority

**Gilmorton Chandler Church of England
Primary School**

Church Lane
Gilmorton
Leicestershire
LE17 5LU

Inspection Date: 22nd May 2009

Section 48 Inspector: Dr David Gentle (No: 209)

National Society Statutory Inspection of Anglican Schools Report

| | |
|---|--|
| <p>School name and address:</p> <p>Diocese:</p> <p>Local authority:</p> <p>Dates of inspection:</p> <p>Date of last inspection:</p> <p>School's unique reference no:</p> <p>Headteacher:</p> <p>Inspector's name (and no):</p> | <p>Gilmorton Chandler Church of England Primary School Church Lane Gilmorton Leicestershire LE17 5LU</p> <p>Leicester</p> <p>Leicestershire 22nd May 2009 3rd, 4th July 2006 120203 Mrs Marie Sandford Dr David Gentle (No: 209)</p> |
| <p>School context</p> | |
| <p>The school serves the village of Gilmorton and the five surrounding parishes covering a wide area. There are currently 214 pupils on roll, including 30 in reception. Virtually all of these are white British. Approximately 90% state their faith background as Christian with around 10% being regular church attenders. Recently completed new accommodation and ongoing improvements to the grounds contribute to good facilities at the school.</p> | |
| <p>The distinctiveness and effectiveness of Gilmorton Chandler CE (Aided) Primary School as a Church of England school are good</p> | |
| <p>The school provides a very good learning environment within which pupils demonstrate high levels of social maturity. The centrality of collective worship, good provision in RE and good links with the local community contribute to pupils' very good achievement.</p> | |
| <p>Established strengths</p> | |
| <ul style="list-style-type: none"> • Pupils develop very good social skills and have a high readiness for learning. • Leadership very effectively promotes Christian values across the school. • Good links with the local church support collective worship and community cohesion. | |
| <p>Focus for development</p> | |
| <ul style="list-style-type: none"> • Broaden the range of stakeholders involved in monitoring the impact of the school's distinctiveness. • Raise the effectiveness of collective worship to be consistently that of the best. • Strengthen the concept of the school as a community based on the Christian faith. | |
| <p>The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners</p> | |
| <p>Pupils demonstrate very high levels of social maturity based on Christian values. This contributes to a very good learning environment within which pupils show a willingness to learn. School self-evaluation asserts that the significant development of pupils, particularly moral and social, derives substantially from the Christian faith and belief. There are very good systems for recognising success including, as verified by parents and pupils, achievements. Any rare misbehaviour is corrected through the effective behaviour policies that are founded on Christian values. Pupils and parents speak of lessons and extra-curricular provision that successfully address a wide range of abilities and interests. This, and the use of 'Golden Time' to promote engagement, ensures that pupils feel valued as individuals and progress well. Excellent relationships, particularly between pupils, contribute to very good team working and co-operation that supports learning. Pupils speak of their 'love and respect' for each other and give examples of frequent occasions when they have shown kindness by looking after each other. Parents report that pupils have learnt tolerance that enables them to deal with occasional relationship difficulties and that the use of the 'worry box' is effective in alleviating anxiety. Examples of good use of the environment include a cross on each classroom door and indicators of what it is to be a good Christian. Displays are exciting and motivating, although some areas, such as the hall, do not strongly reflect the school's Christian distinctiveness.</p> | |

The impact of collective worship on the school community is good

The centrality of collective worship is reflected in well-planned provision that consists of a weekly rota of different formats, daily class prayer, monthly worship in church and fortnightly input by the incumbent. Class led assembly is observed to enable pupils to develop their learning and communication skills by preparing and presenting a particular theme such as a recent educational visit. Good pupil participation includes music and dancing, enjoyed by the large number of parents attending. Whilst the input of collective worship to class led assembly is minimal, pupils speak of deriving inspiration from other formats of collective worship. The overall impact is consequently good with pupils showing good age-related understanding and development regarding the Christian faith. Some pupils speak of getting to know more about Jesus and, significantly, coming to understand that 'Jesus is real'. Most pupils have a good understanding of Christian festivals, several being able to speak about the significance of Easter. Knowledge of some other aspects, such as the significance of prayer, is less secure. Pupils state that they enjoy collective worship. They participate respectfully in prayer, some speaking particularly of benefit from inclusion in personal prayer through use of the prayer box.

The effectiveness of the religious education is good

Good provision in religious education contributes to good achievement and standards that are in line with those across the school. Pupils make very good progress when varied teaching methods include strategies such as effective use of ICT to access information, skilful questioning to link thought processes, open-ended tasks that challenge all abilities and lesson plans that facilitate pupil centred learning. Some pupils state that they make less progress when having to listen for long periods. Pupils work particularly well in groups, respecting and deriving benefit from each other's contributions. Gifted pupils are challenged well through, for example, group arrangements for enrichment days. The subject leader, currently the headteacher, monitors and develops RE well within the school systems. Visits to other places of worship are in place and the school has made efforts to increase visits from other faith leaders, this being an issue from the previous inspection. Overall, most pupils have a satisfactory age-related knowledge of other faiths. Parents report that their children have learnt to 'question, reflect and improve their understanding' regarding faith related issues. This is observed in lessons to be the case for most pupils.

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

Good leadership by the headteacher and others has led to the school's ethos, based clearly on sound established values, being a significant factor in the good development of pupils. However, it is less clear, for example through the published vision statement, that the vision is based on a distinctively Christian character. A consequence of this is that, whilst ongoing evaluation exists, culminating in summary completion of the self-evaluation toolkit, judgements do not always relate to the school's distinctiveness. Governors express full commitment and support for the school, noting that there is a 'real spirit' and 'sense of family'. However, not all governors speak of a secure engagement in evaluation and development. Links with the immediate community are strong, particularly through the local church that successfully encourages parents to attend events and facilitates pastoral support in times of need. Links further afield are developing well in line with recommendations from the previous inspection. These links, including support for the elderly through the Good Companions Club and extensive fundraising activities, determine that the school makes a good contribution to community cohesion. Parents speak highly of the school, particularly valuing how their children have matured within a school that has a 'strong community spirit'. Student voice is very strong. Pupils describe the positive impact that they have had on issues such as the environment, charity work, competitions, equipment, school meals and, importantly, the code of behaviour.