

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goodrich Church of England Voluntary Controlled Primary School

Goodrich Ross-on-Wye Herefordshire HR9 6HY

Current SIAMS inspection grade	Outstanding
Diocese	Hereford
Previous SIAMS inspection grade	Good
Local authority	Herefordshire
Date of inspection	9 June 2017
Date of last inspection	9 July 2012
Type of school and unique reference number	Voluntary Controlled Primary 116813
Headteacher	Karen Miles
Inspector's name and number	Bridget Knight 876

School context

Goodrich CE Primary School is a popular small rural primary school. It serves pupils from a wide geographical area and has an increasing number of admissions in Key Stage 2. The majority of learners are of white British background. The special educational needs percentage is currently higher than the national average. The deprivation indicator is below the national. The headteacher has been in post since 2013. The incumbent has been only recently appointed and there have been a very high number of staff changes since the previous inspection. The last OFSTED in March 2014 confirmed that the school is good overall.

The distinctiveness and effectiveness of Goodrich Primary School as a Church of England school are outstanding

- Christian values imbue the life of this school. They are lived and loved by the school community, and are enacted with sincerity.
- Goodrich CE Primary School is a reflective organisation. It approaches all aspects of its work with a Christian commitment to valuing all of God's children.
- The headteacher's unwavering commitment to the Christian mission engenders exemplary relationships and a community of strong mutual support.
- The school's collective leadership strives for and achieves a high quality of distinctiveness and effectiveness as a church school.

Areas to improve

- Develop pupils' understanding of the person of Jesus so that they understand the central position he occupies in the Christian faith.
- Increase the involvement of governors in the monitoring and evaluation of religious education (RE) and collective worship.
- Ensure marking in RE gives pupils clear next steps to ensure standards continue to rise.

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

This school's Christian character is its bedrock, enabling it to live out its Christian motto of 'achieve, believe and care'. School leaders have humility and integrity, enabling the Christian purpose to shine strongly. The wholehearted commitment to Christian values, such as hope, trust and forgiveness, ensures that pupils and families feel they are supported and know they are important. As a result, relationships are excellent. As more than one parent expressed it, 'there is no them and us.' They see that this comes from the role modelling by the staff, which demonstrates to children the Christian way of behaving with and towards one another. Behaviour across the school is very good and the working atmosphere is calm and purposeful. This enables pupils to focus on learning, leading to good academic achievement and to good personal development. The school takes a diligent approach to monitoring attendance, which is currently in line with the national average. There are effective processes in place to support more vulnerable pupils and their families, and this is given an appropriately high priority by the school. The development of pupils' spiritual, moral, social and cultural of pupils is threaded through all of the school's work. The curriculum and the learning environment promote the ethos of working together and supporting each other. Pupils are encouraged to achieve their very best in their work and behaviour through using the 'Tip Top Learners' framework. This has been carefully conceived to bring together values to support personal development as well as learning in a Christian context. The Christian values are embedded in collective worship, thus further enhancing their impact. Pupils find it meaningful and relevant, whilst parents and staff notice pupils' increased ability to manage their own behaviour. The school's distinctively Christian character and approach to schooling ensures that pupils think beyond themselves and they actively care for one another. In celebration assemblies, pupils play a big part in celebrating one another's success. They have responsibility for suggesting who should be rewarded for kind acts and good behaviour, and this builds a powerfully cohesive pupil community. Learning in religious education is engaging and often relevant and meaningful. On occasions, pupils are encouraged to develop their thinking through the use of 'next steps' questions although opportunities to deepen their understanding are sometimes missed. The curriculum for RE has been mapped out so that pupils learn about other faiths as well as Christianity, and pupils can talk about these with respectful understanding and interest. Older pupils have some understanding of the different denominations within Christianity. They realise that Christianity is a multi-cultural world faith, and is not confined to the British shores.

The impact of collective worship on the school community is good

The leadership of collective worship involves and embraces the entire school. Pupils relish the opportunities to help to lead prayers and readings as well as, on occasions, to lead the whole of the worship session. Several pupils contribute with their own music playing. Each act of collective worship involves an opportunity for personal spiritual reflection. There are plans to extend this through prayer into forest school time. Pupils say they really enjoy and look forward to doing reflection because it helps to make them feel calm and focused. The development of opportunities to enhance pupils' spirituality was a focus from the last inspection. On the day of the inspection, pupils shared class artwork that celebrated the value of hope. They talked movingly about their sincere hopes for other people. This shows how collective worship is helping pupils to think about others with compassion. The school has made a concerted commitment to the development of prayer and now, as one parent commented, pupils 'pray with feeling'. There has been a diligent approach to the creation of a shared definition of spirituality, proudly upheld by the pupils and displayed in every class. Many parents cite the impact of a prayerful school life on their children who want to talk at home about their spiritual thoughts and feelings. Staff also feel the benefit, saying 'there's a special vibe here because of our Christian values and beliefs'. The coordinator has evolved a well-considered plan for collective worship across the school that embraces both the events in the church year and the school's chosen values. After collecting pupil views and thoughts from across the school, she has taken care to involve all staff in the leadership of worship in order to provide a variety of experiences. This is a demonstration of the school's deep commitment to the nurturing of each child and the consideration of their spiritual welfare. Although the school has been without an incumbent until recently, the pupils are now enjoying helping him to act out Old Testament Bible stories. The pupils' appreciation of the role and importance of Jesus in Christianity is less well-developed. The coordinator has recently established an assiduous way of monitoring the quality of collective worship, based on the requirements of the Statutory Inspection of Anglican and Methodist Schools. While this has been presented to governors, the new incumbent and governors have not yet been involved in planning, monitoring and evaluation so this is a focus for development. Some pupils are able to talk about their understanding of God as Father, Son and Holy Spirit in a way that shows it holds meaning for them.

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

This is a school where Christian values are heartfelt. They are treasured by the school's community and inform its work at every level. Christian distinctiveness is celebrated in documentation, including newsletters, and in artwork and displays. This was a focus from the previous inspection, and has been addressed. Pupils' spiritual, moral, social and cultural development is cherished through the school's curriculum provision. Every class has a 'big book' to record this on-going journey. There is a prayer tree in every class and an increasing focus on forest schooling for personal and spiritual development opportunities. Here, pupils look after the school chickens, grow vegetables and are proud of their responsibilities. Through their commitment to their Christian values, the school's leadership ensure that these values are the driving force for strategic decision-making. One example of this is the governing body's recent agreement to change the approach to testing children in order to put their wellbeing first. The school's ethos is demonstrably inclusive: staff work hard to meet individual needs and to support families whilst maintaining a high quality of experience for all. A striking emblem of this school's collective dedication to its Christian mission is shown in the tree of life and values dove artwork in the school hall. This is the result of careful consultation with the community and was created by staff and governors working together. The coordinator has successfully secured the commitment of staff and governors to RE and collective worship. She monitors and evaluates the school's work with meticulous attention to detail, thereby ensuring a sustained momentum towards achieving the highest quality. Governors do not yet play an active part in monitoring and evaluation. The arrangements for RE and collective worship meet statutory requirements. The coordinator is well supported by the headteacher and governors who ensure they all access appropriate professional development. There is a clear sense of shared leadership, professional growth and of continuous striving through the school's approach to developing and enhancing its Christian foundation. Goodrich Primary is outward looking, working closely with the local community to create opportunities and positive experiences for the pupils. One recent example of this was the school's involvement in the village scarecrow festival. Pupils are also involved in supporting a number of national charities, including Christian Aid. This gives them a window onto the wider world, enabling meaningful exploration of issues such as the refugee crisis. There are purposeful and positive links with the local church, as exemplified in this year's treasure hunt there for the Reception class. This was created as an opportunity for members of the parish to meet the new pupils, and for the children to see church as a place where we can all have fun. The local community is grateful for the way in which the school so willingly supports them by opening its doors to share its facilities, such as for a recent funeral gathering. This is seen as a 'big shift into the community' and an illustration of the ways in which the school's Christian values go far beyond the school gate. At the centre of this flourishing school is the headteacher, who many describe as 'radiating' the Christian values, looking after everyone, and making opportunities from which everyone can benefit. Parents speak fulsomely of their gratitude for all that the school does to gently nurture the Christian values. They appreciate being able to be involved in celebration assemblies and feel that they and their children are valued. The impact of the special culture created by this school is summed up in their words: 'This school is full of love and care... our children can't wait to get back to it.'

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