

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Gargrave Church of England VC Primary School

#### Vision

We are a community of learners aiming for all to flourish and reach maximum potential through our values of Love, Peace and Hope. We nurture learning habits where each individual has equal worth in a safe and happy environment. Our nine ovals detail how our pupils will flourish by the time they leave for secondary school. We expect pupils to reach their maximum potential academically, spiritually, socially and emotionally. Our wonderful community is economically diverse and we believe our values reflect the needs of our community to grow together. We use the story of the Good Samaritan as our core text knowing that it reflects our community.

Gargrave Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths

#### Notable Strengths

- The Christian vision, expressed through core values and the parable of the Good Samaritan, is understood and embedded. It unites the community and enables pupils and adults to flourish.
- A rich variety of collective worship sets a positive tone each day. Inclusive worship provides purposeful opportunities to engage with and reflect on the school's Christian vision and values.
- Pupils are given meaningful responsibilities that help them to contribute positively to school life. This nurtures a sense of ownership and shows the vision in action.
- Highly effective care and support enable pupils and families, including those considered vulnerable, to overcome challenges and thrive.
- Religious education (RE) is planned to create an engaging and creative sequential programme of learning. This ensures clear progression of knowledge and skills and helps pupils deepen their understanding of diverse religious and non-religious worldviews.

#### Development Points

- Develop opportunities for pupils to explore questions of justice and think deeply beyond their own circumstances. This is to enable pupils to understand and actively promote fairness and positive change.
- Deepen pupils' understanding of the school's shared language for spirituality. This is to equip pupils to articulate how experiences across the curriculum influence their spiritual growth.
- Extend opportunities for personal prayer and reflection beyond collective worship to support and deepen individual spiritual growth.



## Inspection Findings

### Vision and Leadership

The Christian vision shapes the school's identity and drives its commitment of helping members of the school community to flourish. The vision's values of love, hope and peace permeate through school life. The parable of the Good Samaritan shapes an open, inclusive and outward-looking culture. This narrative connects the school securely to its Christian foundation. It inspires a community where practical, compassionate support is encouraged and actively lived out. This places wellbeing at the centre of daily practice, seen in the proactive support given to families in challenging circumstances. Leaders show courage and determination in their commitment to ensure that no one is left behind. This nurtures a caring community that parents identify as the heart of the village. Staff feel equipped and supported, which helps them to model the school's vision with confidence. Regular focused monitoring and evaluation enables leaders and governors to know the school well. As a result, decisions are consistently guided by the vision. This includes investing in staff and developing preschool provision, ensuring the needs of families are met with integrity and care.

### Vision and Curriculum

The school's vision shapes a broad and inclusive curriculum that promotes the personal and academic development of pupils. Leaders are motivated by the vision to provide personalised support and nurturing intervention. This enables pupils, including those with special educational needs and/or disabilities, (SEND) to flourish. The school's generous outdoor space is well used across the curriculum. Pupils grow plants, explore nature in science and enjoy moments of stillness. These opportunities help pupils appreciate God's created world and value the beauty of the natural environment. Learning is further enriched through sporting events, visitors, educational trips and a variety of extra-curricular clubs. Such activities deepen engagement, encourage creativity and build resilience. Many elements of the curriculum promote spiritual growth. However, pupils lack the language and understanding to explain how these experiences shape their spiritual flourishing.

Consequently, pupils' exploration of their personal spiritual journeys is limited.

### Worship and Spirituality

Collective worship is a treasured time, when the school can gather and grow spiritually as a community. A warm welcome and a focus on distinctly Christian values create a reflective and purposeful start to each day. Through drama, stories and song, pupils explore how Jesus' teachings can shape lives and deepen spiritual understanding. Themes connect to real life and moral purpose. Worship on the value of trust helps pupils develop respectful relationships and understand how they can live a fruitful life. However, opportunities for pupils to respond beyond morning worship, through reflective responses and personal prayer, are limited. The mutually beneficial relationship with St Andrew's Church bears spiritual fruit. It supports pupils to deepen their understanding of Christian festivals and strengthens the school's shared Christian identity. The involvement of the Open the Book team enables pupils to encounter biblical stories in an engaging and meaningful way. High parental attendance shows how much families value joining class worship and feel connected to the wider school community.

### Vision and School Culture

An inclusive, equitable culture is fostered by the school's vision so that pupils and adults are treated well. It ensures that pupils value difference and new arrivals to the school are supported to settle quickly. The vision drives actions across the school, seen in the way pupils support one another and celebrate achievements. This is shown when pupils present white ribbons to their peers and adults who demonstrate the school's core values. The Good Samaritan award further helps pupils understand how they can show love and compassion to others in practical ways. Leaders are proactive in securing regular targeted support from a local children's charity. These programmes build pupils' emotional resilience, which helps them to thrive and achieve. Leaders ensure there is a strong emphasis on a healthy work life balance. They use questionnaires and 'check ins' to obtain feedback, which impact positively on adaptations to policy and practice. Staff feel respected and valued, which encourages them to grow in confidence and character. They in turn support one another, strengthening resilience and commitment across the school team.



### Vision, Justice and Responsibility

Leadership opportunities across the school help pupils grow in responsibility while also supporting their personal and spiritual development. Older pupils value their roles as school ambassadors and live out the vision as supportive buddies for younger peers. Regular house meetings ensure that pupils' voices are heard and valued. As a result, pupils gain a genuine sense of ownership over improvements within the school. This is seen in their contributions towards refining the behaviour policy and deciding how school funds should be effectively allocated. The value of love is shown through supporting local charities and the food bank. Activities such as the 'reverse advent calendar' deepen pupils' understanding of generosity and giving back. Visits to Parliament help pupils understand democracy and fairness, strengthening their awareness of how decisions shape society. However, their understanding of justice and ethical issues that stretch beyond their own daily experience is less secure. Consequently, pupils lack the knowledge needed to take meaningful action and make a positive difference to the lives of others. Even so, they continue to show genuine care for those around them and seek to make a positive impact in their community.

### Religious Education

The RE curriculum has a positive impact on pupils' understanding of religious and non-religious worldviews. Leadership strengthens the quality of learning ensuring units are sequential and build securely on prior knowledge. Training and support from the diocese have further developed staff expertise and confidence. Inspired by the Good Samaritan, the school's vision shapes the curriculum and promotes respect for varied cultures and beliefs. It opens pupils' eyes to the wider world and helps them appreciate life beyond the village of Gargrave. Monitoring and evaluation by leaders and pupils has informed improvements that give pupils greater opportunities to respond creatively in lessons. Pupils are enthusiastic about RE. They enjoy tackling big questions which promote deeper thinking and encourage thoughtful reflection. Resources which organise key knowledge requirements into easy to remember facts and recapping learning through reviews, support pupils' recall. Visits and visitors, such as trips to a synagogue and mosque, deepen pupils' appreciation of varied beliefs and practices.

## Information

Address	Neville Road, Gargrave, Skipton, BD23 3RE		
Date	03 December 2025	URN	121599
Type of school	Voluntary controlled	No. of pupils	94
Diocese	Leeds		
Headteacher	Sarah Peel		
Chair of Governors	Claire Davey		
Inspector	Steven Holmes		