

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Gilbert Endowed Church of England Primary and Nursery School

Vision

Through faith, hope and love we learn together.

William Gilbert Endowed Church of England Primary and Nursery 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

- Dedicated leaders and governors at William Gilbert articulate the Christian vision with conviction and courage. It shapes their decisions and actions in ways that demonstrate hope, compassion and purpose. This creates an environment where pupils and adults feel loved and valued. As a result, they flourish.
- Daily collective worship is the wellspring of school life. Rooted in the vision, it effectively offers pupils and adults valuable opportunities to pause, reflect and engage with Christian teaching. This deepens their understanding of themselves, others and God, nurturing their spiritual growth.
- Strong, trusting relationships at all levels embody the school's vision, fostering a culture in which empathy and compassion shape interactions. The deep sense of care for others enhances wellbeing. It helps pupils and adults to face life's joys and challenges with confidence and hope.
- Leaders and staff provide highly effective support for pupils with special educational needs and/or disabilities (SEND) and those considered to be vulnerable. Bespoke adaptations, including nurture and wellbeing interventions, are carefully designed to meet their individual needs.
- Skilled leadership of religious education (RE) leads to consistently high-quality outcomes for pupils. They engage deeply with theological concepts, ask thoughtful questions and demonstrate insightful understanding.

Development Points

- Develop opportunities to embrace diversity through collaborations and partnerships beyond the local area. This is to enable pupils to gain a richer understanding of the wider, interconnected world in which we live.



Inspection Findings

Vision and Leadership

The Christian vision inspires and defines the life and work of leaders at William Gilbert. Sustained by faith, hope and love, they ensure pupils and adults have abundant opportunities to live life to the full. Their courageous actions bear witness to the vision. Leaders, including governors, champion its significance with clarity and conviction, ensuring it drives their work. Their pursuit of excellence in the service of others is relentless. They cultivate an ethos that affirms the inherent dignity and worth of each individual as a child of God. Pupils are motivated to 'be more, not have more' as they reflect on their choices and the lives they lead. As a result, the school is marked by a profound sense of care and compassion for others. Governors' unwavering commitment ensures they have a comprehensive understanding of the school's needs. Their evaluations inform bold decisions, taken in the best interests of staff, pupils and their families. The strong, mutually enriching partnership with the Derby Diocesan Academy Trust (DDAT) further strengthens this work. This shared purpose enables leaders to develop and embed initiatives that deepen the school's Christian character, enhancing its provision.

Vision and Curriculum

Guided by the vision, leaders have created an inclusive curriculum that nurtures pupils' individual gifts and talents. This intentional approach builds pupils' confidence and self-esteem. Opportunities for spiritual development are embedded in daily practice. Through discussion, debate and creative expression, pupils think critically about their values, beliefs and attitudes. Consequently, they grow in character and responsibility. Membership of DDAT strengthens the curriculum further, giving staff access to networks and shared expertise. Leaders' strategic decisions remove the significant barriers to learning faced by some pupils. The pastoral team acts swiftly with robust and targeted early help for pupils with SEND or those considered vulnerable. Tailored support is reviewed systematically so that provision meets pupils' individual needs. A rich programme of extra-curricular activities provides purposeful experiences for pupils to develop their unique skills and talents. The school choir is a visible example of this inclusive practice. Pupils thrive as they proudly perform for the Derby Cathedral 'Music in Schools' programme.

Worship and Spirituality

Daily collective worship is a cornerstone of the school's vision, fostering a strong sense of belonging. Meticulous planning and ongoing evaluation by the collective worship leader ensure that it remains relevant and inspiring. 'Open the book' worship brings the Bible to life for pupils. Meaningful themes prompt deep reflection. These empower them to see themselves as changemakers, actively promoting respect for others. Pupils' growing spirituality is powerfully expressed as they independently plan and share worship with younger peers. Staff value the calm pause that worship brings in a busy day. Alongside pupils, they participate in ways that feel authentic to them. Their spiritual growth is nurtured through scripture, music and spontaneous prayer. The transformational impact of collective worship is celebrated by parents and carers. It is valued for the way it promotes contemplation, kindness and strong moral values. Embedded partnerships with the linked church, St Alkmund's, and a range of local denominations increase the profound sense of community. Consequently, pupils and adults flourish spiritually, drawing joy and purpose from the daily rhythm of gathering and reflecting together.

Vision and School Culture

The Christian vision is expressed in the depth of people's relationships within the school community. As a result, William Gilbert is a place of hospitality and welcome. Leaders' relational approach ensures people are known, heard and valued. Pupils are courteous and show care for one another exceptionally well. They actively listen and appreciate others' perspectives. Responsible and enduring relationships are built across the school through systems that pair older pupils with younger ones. The love and kindness leaders extend to staff, together with



the value placed on their wellbeing, enables them to flourish. Robust induction processes and ongoing professional development ensure that both new and experienced colleagues grow rapidly in confidence and expertise. These strong, nurturing relationships extend beyond staff and pupils to include families. In times of crisis, the school's support provides a source of strength and encouragement. 'The Retreat' is a sanctuary where trained staff offer targeted help that enables pupils, parents and carers to cope and restore hope. This embedded culture of collaboration and shared purpose harnesses inclusion and builds community. Former pupils are equally valued. Through work experience and university bursaries offered by the school, they benefit from ongoing investment in their future aspirations.

Vision, Justice and Responsibility

A strong sense of compassion and responsibility for others motivates pupils' desire to make a difference. The curriculum and collective worship highlight injustice and climate concerns. This prompts pupils to reflect on human impact and personal accountability. Forums such as the school council and the eco committee give pupils chances to debate concerns and offer considered responses. Frequent surveys, such as the school travel study, empower them to take informed responsibility for their environment. This has resulted in pupils' increased use of environmentally friendly travel, including walking and scooting. Established links with local churches and charities embody the vision and inspire pupils to serve others. This sense of purpose is evident in their dedicated involvement at a nearby foodbank, memory café and hospice. Pupils show impressive initiative and leadership in raising hospice funds, earning well-deserved recognition through the prestigious 'Bishop's Badge'. However, partnerships beyond the local area are less well established. This limits opportunities to broaden pupils' understanding beyond their own experiences.

Religious Education

The leadership of RE is highly skilled and effective, ensuring the subject maintains a central presence within the school. As a result, pupils enjoy learning about Christianity and a range of religions and worldviews. This is achieved through an RE curriculum that is balanced and ambitious. Subject content is regularly reviewed and carefully adapted to meet pupils' needs. Detailed planning specifies precisely what must be learnt so that pupils acquire secure knowledge and skills sequentially. Collaborative professional development strengthens staff expertise, securing a consistent, high-quality approach across the school. New staff and early career teachers benefit significantly from this exceptional support. Their professional learning is further enhanced through guidance from the diocese and DDAT.

Teaching is characterised by high expectations and challenge so that pupils achieve strong outcomes. The use of 'knowledge builders' helps pupils to track their progress and articulate what they have learned. They engage thoughtfully with some of life's challenging questions and listen attentively to the perspectives of others. Consequently, they demonstrate an increasingly sophisticated respect for the diverse ways in which people experience and understand the world. A rich range of creative activities, including art and drama, enables pupils to communicate their ideas meaningfully. Rigorous assessment procedures ensure that any gaps in learning are identified and swiftly addressed.

Information

Address	Vicarage Lane, Duffield, Derbyshire. DE56 4EB		
Date	05 February 2026	URN	141850
Type of school	Academy	No. of pupils	245
Diocese	Derby		
MAT	Derby Diocesan Academy Trust		
MAT Chair	Sarah Charles		
Headteacher	Helen Britten		
Chair of Governors	Katie Woods		
Inspector	Joanna Redfern		