



National Society Statutory Inspection of Anglican and Methodist Schools Report

Grampound Road Village Church of England School

South Street, Grampound Road, Truro TR2 4TT

Previous SIAS grade: N/A

Current SIAMS grade: Outstanding

Diocese: Truro

Local authority: N/A

Date of inspection: 5 July 2016

Date of last inspection: N/A

School's unique reference number: 140466

Executive principal: Mark Lees

Head of school: Marie Cameron

Inspector's name and number: Andrew Rickett 201

School context

Grampound Road is smaller than the average size primary school with 125 children. They come from diverse socio-economic backgrounds from the village community. Nearly all children are from a white British heritage. The number of children with learning difficulties and/or disabilities is lower than the national average as is the number entitled to receive the pupil premium. Attendance is above the national average. The school converted to academy status in December 2013 when it became a member of a multi academy trust (MAT) with four other church schools. The MAT is led by an executive principal who joined in September 2015. A head of school was appointed in September 2014. The school expanded to five classes in September 2015. A nursery provision was added in September 2016.

The distinctiveness and effectiveness of Grampound Road as a Church of England school are outstanding

- Explicit Christian values make a significant impact on the high quality of relationships throughout the school community and contribute to a positive learning environment.
- The many opportunities for children to reflect allows them time and space to grow in their understanding of prayer.
- The commitment of leaders and managers ensures that the Christian ethos has moved forward considerably since the previous inspection.

Areas to improve

- Ensure that there is a consistent language across the school through which children and adults express their spirituality.
- Provide more opportunities for children to direct how the core Christian values are explored so that they have greater relevance to their own lives.
- Develop strategies so that children can explore questions of meaning and purpose in greater depth to raise standards further in religious education (RE).

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

An outstanding aspect of the school's Christian ethos is the extent to which children are given opportunities to explore the six core values that lie at the heart of the school's vision. Children respond through a variety of artwork and prayer, by making models or videos to show what the values mean to them personally. Children explain these with enthusiasm and passion. For example, two children spontaneously created a powerful video that captured what the essence of being a church school meant to them. Equally, other children explained how interactive displays around the school helped them to understand how the core values make a difference to their lives. Values, such as compassion and trust, make a significant contribution to the excellent quality of relationships throughout the school community and impact on the children's positive attitudes towards their learning. Children know the six Christian values well and are developing their knowledge of a range of Bible stories that reflect their meaning. Some children are beginning to explore links between the six core values. They are becoming more confident to interpret Bible stories for themselves and consider which values they think they reflect. This is beginning to deepen the children's understanding of the relevance of Bible stories to their own lives. For example, one child explained how Solomon persevered to be wise. Children have a good understanding of what it means to be spiritual. They say that 'it is inside our hearts' and 'makes us feel happy with our lives'. There are many opportunities for children to reflect in the school day with classroom prayer areas giving them time to write their own reflections. Children explain how these areas have helped them to deal with difficulties in their lives. The school is exploring an understanding of spirituality but has yet to embed a shared language through which adults and children can express a personal spirituality in greater depth. Children have a very clear understanding of right from wrong and appreciate the need to treat everyone with respect regardless of their background.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because of the extent to which it gives children high quality experiences that allow them the time and space to develop a personal spirituality and an understanding of how Christian values can transform their lives. Children recognise that acts of worship are a key aspect of what makes the school distinct as a church school. They talk about them with enthusiasm and express how they have made a difference. For example, one child explained how 'Bible stories are about helping people and it inspires you to do the same'. Another child spoke about the feeling of being 'refreshed' when he came back to class. While another explained how the time to 'reflect on things you have done bad makes you want to change them'. It is through comments such as these that the impact of worship messages becomes clear. Children have a good understanding that worship is about praising God and that they are times to say prayers. There are good opportunities for children to pray in the school day through a variety of ways. Younger children know that prayer is a way to speak to God or Jesus and ask for help for others and to say thank you for the good things in life. Older children agree that God listens to everyone's prayers, whether they have a faith or not, because 'He created everyone as equals and loves us all'. Children are developing their awareness of the nature of the Trinity. They refer to God as the Father and Jesus as Son. They say that they help them to lead better lives. There is less confidence to explain the Holy Spirit. As one child said, 'now that is a tricky one!' Acts of worship are thoroughly planned around themes based on the core values and the church year. Children have good opportunities to be involved in planning and leading worship. A worship team, from Year 6, play an increasingly

central role in planning and preparing acts of worship. They have been involved in leading some successful acts of worship and contribute to evaluation. Each class has the opportunity to plan and lead worship each half term. Reflection books are used to regularly record the impact of worship messages and these help to identify whether certain themes haven't been understood and need to be revisited.

The effectiveness of religious education is good

Religious education makes an important contribution to the children's growing understanding of the six core values and also their appreciation of different religions and cultures both in Britain and round the world. Children, and their parents, say that these aspects of RE are crucial to their future lives. Children respond very well to their RE lessons. They engage with enthusiasm when asked questions and share their views with confidence and respect for the opinions of others. Children have a secure knowledge of RE and use this to apply their learning to help them appreciate how faith and belief can make a difference to the lives of others. Lessons include a good balance between knowledge and learning from it. Standards in RE are at least in line with national expectations by the time children leave the school at the end of Year 6. They make good progress and achieve the expectations of the RE syllabus. Teaching of RE is of a high quality with a good level of challenge that extends the children's thinking. Sometimes, opportunities are missed for children to share their ideas and for them to learn from each other. Similarly, opportunities for children to ask and explore their own questions are not fully realised. The school is working hard to develop assessment in RE and has introduced a new system that is still in the process of being implemented. Some moderation of work has taken place within the school to ensure accuracy of judgements but this is also at an early stage. The consistency of assessment across the school, and across the MAT, is an area that has been identified for development. The RE leader is the head of school and is proactive in ensuring that the subject is continually moving forward. She has the support of the RE lead from the MAT and this means that the school is in a secure place to continue to develop the quality of RE.

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

School leaders consistently and confidently articulate a vision for the school which is rooted in distinctively Christian values and which make a significant impact on the lives of learners and the school as a whole. Senior leaders of the school are well-supported and challenged by highly committed governors who secure the impact of the school's vision through effective monitoring and evaluation which has led to the accurate identification of further areas to continue to develop as a church school. Since his appointment, the executive principal has ensured that the school has moved forward in developing an inclusive Christian ethos based on a more explicit set of values that are well known to all members of the school community. A particular strength of these values is that, as they are shared by the other schools in the MAT, they have a wider impact because of the excellent opportunities to discuss them across schools. Moreover, children come together from across the five schools to take part in projects, such as the 'Big Sing', which also reinforces the common values they all share. The head of school has developed a very clear grasp of what it means to be a church school and understands how values make a difference to the lives of children and adults in the school community. This vision is shared by all members of the school community including children and their parents. Parents say that their children talk about Christian values at home and remember the messages from the Bible stories they hear in collective worship. Parents feel that these give their children a 'great foundation' for their future lives because the values provide a 'moral compass' to help their children make the right choices. The school has excellent links with the local church and receives high quality support from the diocese. The vicar plays an important part of the life of the school through his commitment to the governing body and supporting the school in acts of worship. The school has addressed the area for

development from the previous report to engage parents more in evaluation as a church school. The school meets the statutory requirements for RE and collective worship.

SIAMS report July 2016 Grampound Road CE School Truro TR2 4TT