

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grampound Road Village Church of England Primary School	
Address	South Street, Grampound Road, TR2 4TT
School vision	
‘Together with love we can inspire, discover and thrive.’	
School strengths	
<ul style="list-style-type: none"> • Inspired by the Christian vision, pupils and adults thrive in this happy school. • Rooted in love, the vision equips pupils with understanding and empathy for others. • Joyful collective worship enables the whole school to begin the day together well. Pupils and adults have opportunities to experience some deeply spiritual moments. • Pupils are quick to notice spiritual moments and are confident to describe them in their own words. This is because the school community has a shared understanding of spirituality. Adults' willingness to talk about what it means to them helps to create a supportive culture in which pupils enjoy discussing their thoughts and feelings. • Lively and exciting religious education (RE) provides pupils with memorable learning experiences. These foster a curiosity about religions and a keenness to find out more. 	
Areas for development	
<ul style="list-style-type: none"> • Enhance the existing systems for evaluating collective worship to ensure that the information gathered is both useful and valuable. This is to help leaders further enrich the impact of worship for pupils and adults. 	
Inspection findings	
<p>This is a happy Church school. Leaders' actions, inspired by the Christian vision, have created a foundation of love and acceptance which enables everyone to thrive. The vision is refreshed daily during collective worship and modelled well by staff and by pupils. Leaders have chosen the biblical narrative of the Good Samaritan as a means of expressing the vision. Through reflecting on the Good Samaritan, pupils have gained a rich understanding of love in action. Love is evident in the school and it makes a positive difference. One pupil explained that ‘love brings us together’. Another described the school as a safe place to make mistakes, ‘because we have people around us who like us’. Inspired by the vision, pupils display a deep concern for others’ feelings. This ability to empathise links strongly with their experience of knowing they are loved. Governors’ monitoring of the Christian vision is effective. Their observations demonstrate that, following a time of significant change, pupils now feel an increased sense of security and worth. Recent improvements have been implemented ‘with love’. The multi-academy trust (the trust)’s vision of ‘Building a brighter future together’ aligns well with the school’s commitment to nurture and support. Trust leaders live this out by demonstrating strong pastoral concern and support for Grampound Road.</p> <p>Spiritual development is at the heart of the school. This is because staff have a shared</p>	



understanding of spirituality in this school's context, firmly rooted in the vision. Curriculum planning therefore reflects opportunities for inspiration and discovery and for enabling pupils to thrive. Teachers are also skilled at making the most of incidental moments. A special photobook, for example, reminds pupils of spiritual moments that they experienced together. These include discovering new fish in the classroom tank, and a day when the grass sparkled with frost. Pupils talk readily about their own spiritual reflections. Sensitive support and modelling by staff enables pupils to do this with confidence. Pupils have designed a set of actions to accompany the school's understanding of spirituality. This provides a simple, meaningful structure to help them express their thoughts. Extra-curricular provision is rich. School and trust leaders, supported by the parents' association, invest in visits and visitors. The residential visit to London increases pupils' awareness of diversity. Pupils refer quite naturally to these curriculum enhancements as 'awe and wonder moments'.

Collective worship at Grampound Road School is a very special part of the day. It is rich in opportunities for spiritual flourishing because of its thoughtful planning for maximum involvement of everyone present. Leaders' planning is based on a simple Anglican pattern that provides helpful familiarity for pupils who like structure. Adults ensure that there is variety within worship. Features include exuberant, high quality singing, respectful listening, acting of stories, quiet discussions with partners and opportunities to think and pray. Leaders manage transitions between busy moments and stillness well. Behaviour throughout collective worship is excellent. Pupils enjoy the fact that all teachers lead worship. The headteacher has ensured that, through appropriate training, staff are well-equipped to lead. The vision has a role here too: the love and support of other staff enables teachers to lead with confidence.

Foundation Stage children take part happily in whole-school collective worship because it makes them feel 'calm and happy'. Year 6 pupil worship leaders enjoy leading prayers and inviting younger children to help them. One pupil described collective worship as 'a nice time to connect to God'. Others speak of being inspired by stories and of empathising with Bible characters. Pupils have felt prompted during worship to say sorry to someone. Adults variously acknowledge being 'moved' or 'stirred'. Pupils and adults alike value the opportunity to start the day together. Being together really matters for this school community.

Committed and regular support from local clergy and the diocese strengthens the school's provision for collective worship. Well-established systems exist for monitoring and evaluation. These include governor visits, staff meetings, leaders' meetings with pupils, and older pupils' daily note-taking during the act of worship. However, the criteria for monitoring are different for each of these groups. The findings do not contribute strategically towards further developing worship in the longer term.

RE is lively and inspiring. Consequently all pupils thrive. Pupils develop good understanding of a range of faiths through regular, 'hands-on' experience of religious objects. Visits, where possible, and effective use of video and other resources, foster pupils' curiosity and inspire them to find out more. Teachers' expectations are high and pupils rise to the challenge and learn well. Varied teaching approaches, in line with the vision and tailored to individual needs, ensure that everyone engages. Teachers plan strategically for pupils who have special educational needs and disabilities (SEND). Leaders of SEND across the trust provide specific supporting documentation for several curriculum subjects, including RE. This guidance reflects simultaneously teachers' good RE subject knowledge and their skilled and empathetic approach to including and involving every pupil. Leaders ensure that teachers' subject knowledge remains strong through regular training and networking with the diocese and other trust schools.

Pupils make good progress in their learning as a result of a well-structured RE curriculum. This follows diocesan guidance and meets the requirements for Church schools. Effective monitoring and

evaluation takes place at several levels. This is carried out by leaders in school, by local governors and by the trust. Leaders ensure that the outcomes of these processes are fruitful in helping teachers and pupils know how to improve.

Leaders have developed a deeply nurturing culture where everyone is treated well. Pupils and staff put the vision into practice - together. New pupils settle quickly, knowing that they are accepted and loved. Older pupils relish opportunities to be 'buddies' for younger children. Pupil voice in the school is strong. Highly trained adults, including the two 'trauma-informed schools' practitioners, work well together to ensure that pupils' wellbeing is supported. The school's approach to managing behaviour is rooted in love and restoration. Pupils learn to act justly because they know they are treated justly. Prompted by the Christian vision, leaders have taken bold financial decisions to invest in a nurture class and a parent engagement officer. Pupils give testimony to the fact that this personalised support in school equips them to live out the vision beyond the school. Examples include pupils demonstrating love at home and supporting their neighbours. Adults comment on pupils' positive behaviour within and beyond the school. Surveys indicate that pupils and adults feel safe and happy and enjoy coming to school. Some staff highlight the caring nature of relationships, referring to their colleagues as their 'work family'. The trust further adds to this effective support. Staff value their wellbeing days and the fact that trust leaders know them by name.

The inspection findings indicate that Grampound Road Village Primary School is living up to its foundation as a Church school.

Information			
Inspection date	8 February 2024	URN	140466
VC/VA/Academy	Academy	Pupils on roll	107
Diocese	Truro		
MAT/Federation	The Rainbow Multi Academy Trust		
Headteacher	Sarah Kennedy		
Chair	Tracey George		
Inspector	Penny Burnside	No.	772