

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grayswood Church of England (Aided) Primary School

Lower Road, Grayswood, Surrey. GU27 2DR	
Current SIAMS inspection grade	Good
Diocese	Guildford
Previous SIAMS inspection grade	Outstanding
Local authority	Surrey
Date of inspection	25 June 2018
Date of last inspection	May 2013
Type of school and unique reference number	Voluntary Aided - 125245
Executive Headteacher	Jo Fraser
Inspector's name and number	Dr Peter Simpson (NSIN 192)

School context

Grayswood is a small voluntary aided primary school of 187 pupils. At the time of the previous denominational inspection it was an infant school. The first Year 6 cohort will leave in July 2018. The percentage of pupils having special educational needs, whose first language is not English and those being eligible for free school meals is well below the national average. The school has had a period of instability since the last inspection due to interim leadership arrangements. Current leadership arrangements have been in place since September 2018 and are being further consolidated from the next academic year.

The distinctiveness and effectiveness of Grayswood Primary School as a Church of England school are good

- Centrality of the school's distinctive vision which is known, understood and lived by the whole school community.
- Relationships between pupils and between staff and pupils are excellent.
- Pupil attainment and progress are improving.
- Collective worship is outstanding and makes a significant contribution to the spiritual, moral, social and cultural (SMSC) development of all pupils.
- Recent senior leadership arrangements are having a strong impact on the school's development ensuring that ambitious targets are being met.

Areas to improve

- Improve pupil achievement so that it is above the national average in all core subjects
- Review the school's vision and values against the Church of England's Vision for Education, 'Deeply Christian, Serving the Common Good' to ensure that the school's unique values are both compatible and supported by the national statement.
- Consolidate the recent improvements in leadership to ensure that recent improvements in pupil achievement are developed further.

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

The distinctively Christian vision 'Love one another as I have loved you' is central to the life of this inclusive school and is displayed in the entrance hall and in every classroom. The vision is underpinned by six values comprising: love, kindness, respect, teamwork and community, perseverance and forgiveness. The senior leaders and all staff live out this vision and its supporting values influencing the attitudes which pupils develop across the curriculum and in a range of other activities. Pupils understand the vision and the values and how they relate to their everyday lives. They confidently talk about how they apply them to their relationships with other pupils and adults. The school provides well for SMSC which is demonstrated by pupils' interpersonal relationships with their peers and adults and in their reflective approach to the 'big questions' the school encourages them to ask. Religious education (RE) and collective worship make a valuable contribution to the school's unique Christian character which is both verified and supported by parents and carers and the wider community. Pupils have a good understanding of the beliefs and values of Christians and a range of world faiths and non-faith positions. Pupils have respect for their culture and religious beliefs and express a mature empathy for all whatever their background or culture. RE makes a significant contribution to pupils' understanding of difference and diversity. In keeping with the school's vision, attendance is in line with the national average and there are no exclusions. Achievement in the Early Years Foundation Stage and in Key Stage One remains above average. Evidence from in-school monitoring and tracking of pupil progress supports the school's confidence in improving attainment and progress for pupils by the end of Key Stage Two. The school's monitoring data shows that Year 6 pupil attainment and progress is in line with the national average.

The whole school environment, which is continually being enhanced, demonstrates that the school values its pupils. Outdoor areas are being improved so that there are attractive play and seating areas which enable pupils to enjoy positive informal interactions with their peers and to make use of quieter areas for personal reflection. Displays are attractive, interactive and relevant. This care for the school environment is indicative of its values of respect and community in action. Interactions between adults and pupils are supportive and sensitive. Pupil behaviour is excellent as they put into action the values of the school.

Governors are committed to the school and together with the current leadership team are improving outcomes for pupils and the quality of education across the school. They are both supporting and evaluating the distinctive Christian character of the school so that they make valid and appropriate decisions for the longer term future of Grayswood.

This school is an improving Church school which provides a distinctively Christian education of a good quality and has capacity for further improvement.

The impact of collective worship on the school community is outstanding

Worship is central to the life of the school. Planning is thorough and sensitive to the needs of pupils at any particular time. This enables the school to have a well-planned programme of collective worship based upon the vision and values with clear links to biblical stories. There is, however, sufficient flexibility to allow pupils to respond to particular events or situations either locally or nationally. There is a range of worship opportunities including: whole school assemblies, class worship, church services, and worship led by clergy in school. The school also provides for pupils' quiet personal reflection. Pupils value these opportunities and understand how the experiences impact upon their daily lives. They explain with great enthusiasm and confidence how worship helps them to respond to others in school and in their community. They have a good understanding of the life of Jesus Christ and how this shapes their own lives. They use the school's vision statement, 'Love one another as I have loved you' as a benchmark for their behaviour towards others.

Clergy and other members of the parish are integral in supporting the programme of worship. This includes services at All Saint's Church, such as Harvest Festivals, Easter and Christmas celebrations. Pupils, therefore, experience the Anglican tradition of worship. Pupils are actively involved in daily worship by leading prayers, setting the scene by lighting the candle as a focus for prayer and supporting adults throughout the assembly. A recently formed 'worship committee' of pupils is helping to evaluate and shape worship.

Pupils, staff and governors are appropriately involved in the evaluation of worship. The evaluations are collated and changes to the programme and style of worship are made. Pupils were able to describe how they had asked for changes and what has happened as a result of their suggestions. Pupils are deeply engaged and involved in their worship which gives it greater relevance and importance.

Pupils value the opportunity for private prayer. Every class has its own prayer space which is well and sensitively used. Pupils were able to describe how they used the prayer space and how important it was to them. Pupils freely offer prayers through a prayer box in each classroom, prayer is central to the life of this school with pupils being able to articulate its importance to them as individuals.

Collective worship makes a significant contribution to pupils' spiritual development and through personal reflection they are able to consider the big questions which are posed by the school.

The effectiveness of the religious education is good

RE has a high profile and is very well planned, following the Guildford Diocesan Guidelines. It is linked to both the curriculum aspirations of 'Inspire, Discover, Learn' and the school's Christian values. Scrutiny of a sample of pupils' work shows that pupil achievement is in line with that for the other core subjects of reading, writing and mathematics. Good progress is evident in pupil's work and this is supported by some interactive marking which requires individual pupil response. Class 'scrap books' record pupils' learning in activities such as drama and role play which is based upon a particular unit of learning. Teaching is innovative and motivating ensuring pupils enjoy their learning. They generally cite RE as their favourite lesson. The school provides 'Pause Days' when pupils can spend longer in exploring a theme or line of enquiry. These enhance the RE curriculum experience of pupils very well. For example, discussions with pupils demonstrated how much they value this opportunity and how it both questions and embeds concepts. Pupils across the school demonstrate a secure knowledge in many of the key aspects of the life of Jesus and are confident in exploring the Bible to find information and to identify particular biblical stories.

Pupils have a good understanding of a range of different religions which is broadened by visits to places of worship such as a church and a local mosque. They are confident to talk about the importance of people's faith and beliefs. Through RE pupils are encouraged to value individuals whatever their cultural or religious background.

The school's effective monitoring of RE shows that teaching and learning is generally good and sometimes better. However, the quality of teaching is not consistently good or better and able pupils are not always sufficiently challenged. The leadership team have given effective support to improve the quality and in particular provide strategies to challenge the more able. The senior leaders' judgements were validated during the inspection. RE makes a significant contribution to the SMSC development of the pupils.

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

The school has experienced a period of changing leadership until recently. There have been a series of interim arrangements and staff changes which have resulted in an unsettled period for the school community. However, more recently a robust leadership structure has been put in place with appropriate and firm plans for further strengthening to take place from the beginning of the next academic year. This relatively new leadership arrangement of executive headteacher and other senior leaders working as a cohesive team is having a clear impact on the quality of education being provided for the pupils the school serves. Standards at Key Stage Two are now in line with those seen nationally whilst Key Stage One and Early Years Foundation Stage outcomes remain above average.

The governing body have a clear vision of Grayswood as a Church of England primary school serving the local community into the future. The school's vision is known, understood and lived by senior leaders and all staff at the school who articulate the impact of the school's unique vision and values on the pupils. Partnerships between the school, parents and carers and the parish of All Saints are strong and mutually productive.

The school's very effective senior leader who focuses on the school's Christian character has driven and enabled significant improvement in RE and collective worship. This has contributed to the overall distinctive Christian character of the school. Further plans for the development of SMSC are ambitious, robust and appropriate to the school's stage in its own development. Appropriate use of continuing professional development, including that from Guildford Diocese of Education, provides a clear structure to all staff. They are well supported in their continuing professional development including, crucially, their development as teachers and senior leaders in a Church school.

The senior leaders and governing body have appropriately addressed the areas identified for development in the last inspection and have accurately evaluated the strengths and areas for development in the school.

The improvements made by the current leadership team have yet to be fully consolidated but it is important to acknowledge the improvements they have steered during the previous academic year after an unsettled period. The school meets the statutory requirements for RE and collective worship