



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

**Grayshott Church of England Voluntary Controlled Primary School**  
**School Road Grayshott Hindhead Surrey GU26 6LR**

**Previous SIAS grade: Good**

**Current SIAMS grade: Good**

**Diocese: Guildford**

Local authority: Hampshire

Dates of inspection: 4 February 2016

Date of last inspection: 2 February 2011

School's unique reference number: 116290

Headteacher: Kathy Iles

Inspector's name and number: Marcia Headon 761

### School context

Grayshott Church of England Voluntary Controlled Primary School is a smaller than average sized school for pupils aged 4-11. The vast majority of pupils are of white British heritage and the proportion who speak English as an additional language is very low. The proportion with special educational needs and physical disabilities is below national averages, and the proportion of disadvantaged pupils eligible for additional funding is much lower than the national average. There is on-site Early Years provision. The headteacher is an interim appointment; a substantive headteacher will be in post from April. The school was graded as good by Ofsted in November 2014.

### The distinctiveness and effectiveness of Grayshott as a Church of England school are good

- The strong links with the local church provide highly effective support to the school.
- The very well received Faith and Art Weeks have made a significant contribution to the cultural and spiritual development of pupils.
- The committed leadership of the senior staff and governors has been key to the continued development of the school.

### Areas to improve

- Revise the mission statement of the school to ensure that it reflects more strongly the Christian distinctiveness and ethos of the school.
- Develop the opportunities for pupils to make explicit the connection between the school's values and Christian teaching.
- Ensure that pupils are given time to reflect on significant issues and reinforce the value of the spiritual garden as a place for quiet reflection.

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

Pupils know the school's values well and can explain their importance to them. They demonstrate them by showing compassion, respect and friendship to one another and extend help to communities less fortunate through their considerable charity work. The values are strongly reinforced and modelled by teachers and adherence to them is celebrated. The values develop an ethos that impacts on the pupils' self-esteem and attitudes to learning. However, generally pupils are unclear that the values are based on Christian theology and not all can explain how they connect to Bible stories. Nor does the school's vision statement make reference to the values or the school's Christian character. In 2015 pupils in Reception attained above other pupils nationally, although the proportion of Year 1 pupils meeting the expected standard in phonics was well below the national average. At Key Stage 1 attainment was securely above the national average and the pupils made good progress. At Key Stage 2 outcomes improved from the previous year and attainment overall and progress overall was in line with national averages. Pupils with special educational needs made the same progress as pupils with special educational needs nationally and this demonstrates the good support teachers give and their belief that all pupils are highly valued and enabled to succeed. There are few disadvantaged pupils in the school and current indications are that the majority will make at least expected progress in 2016. Attendance has improved and when pupils do not attend regularly the school acts firmly but sensitively, seeking to establish and act on the reasons why. Relationships within the school are excellent and teachers listen attentively to pupils and mutual respect is shown. Behaviour is good and the school's behaviour policy is explicitly underpinned by its Christian values. Pupils' spiritual development is fostered by encouraging them to ask big questions. The Vicar visits each class and pupils pose questions such as 'How do we know God is here?' Currently, however there is not enough time given in lessons or collective worship to allow pupils to reflect on big questions or how the knowledge which they acquire is relevant to their lives. Reflective corners in classrooms are not always well used and pupils say that the spiritual garden is sometimes too noisy and used as a playground rather than somewhere quiet. The moral, social and cultural development of pupils is good. The pupils display an excellent knowledge of other faiths and cultures which has been developed in Religious Education (RE) lessons and through events such as Faith and Art weeks. RE makes a good contribution to the Christian character of the school. The need for tolerance is understood and pupils also know about the role of the Anglican church worldwide and that not all Christians are able to worship openly. The Hampshire Agreed Syllabus, which is based on enquiry and key concepts, is followed and pupils' knowledge and understanding is strong. They display excellent recall of lessons taught in earlier years.

### **The impact of collective worship on the school community is good**

Pupils enjoy collective worship describing it as being told interesting stories which are often explained in fun ways. They particularly like 'Open the Book' and when asked to participate do so willingly. However, few pupils spoke of collective worship as being a time to be still and reflect or talk to God, although they readily identified with the value of the whole community meeting together. Collective worship is carefully planned by the worship coordinator in conjunction with local clergy and meets the statutory requirements for collective worship. It is centred on the school values, the liturgical year and Christian festivals. The weekly pattern of worship gives pupils opportunities to worship in different ways and the fact that it is led by staff, the Vicar or members of local churches, allows them to experience different traditions. A conducive atmosphere is created in the hall by use of music on entry, the lighting of a candle, singing and simple liturgy to which pupils respond with understanding. Bible stories are an essential part of collective worship which give pupils a strong Christian message. Pupils enjoy attending services in the church at Harvest, Christmas and Easter. These services are also well attended by parents, who spoke of often feeling deeply moved by them. Pupils are involved in planning and leading class worship and for church services, although there is still room for their further involvement. They also work with the Vicar to plan Sunday services which are held for

families in St Luke's Church. Collective worship is evaluated by staff and governors using pupil conferencing to determine pupils' views but the evaluation currently does not always focus sufficiently strongly upon the impact of collective worship. The majority of pupils see prayer as important to their lives and many are confident to share a prayer in collective worship. Two prayer trees and prayer boxes are well used by pupils although prayer corners in the classrooms are less effective. A prayer group of parents operates from the school and this provides a valuable means of helping and encouraging those parents who are more isolated. Pupils' understanding of the Trinity is developing well.

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

The interim headteacher has built upon the work of the previous headteacher and made the school's Christian distinctiveness more explicit than it was at the time of the inspection in 2011. She is fully committed to the values of the school and is well supported by the leadership team, some of whom are acting in a temporary capacity. The substantive collective worship and RE coordinator has worked very hard to enhance the church school ethos. The school's creative curriculum which has been carefully designed by the staff, together with a variety of extra-curricular clubs such as an after-school Kidz Klub, First Lego League, 'BizSchool', have all helped to enhance pupils' spiritual, moral, social and cultural development. For example, teachers pose challenging questions such as whether slapstick comedy which laughs at someone's misfortune is correct. The school is very well aware of its strengths and areas for development and the foundation governors have worked very hard in monitoring and evaluating the Christian distinctiveness. They have addressed the issues from the previous inspection very conscientiously. They seek the opinions of pupils, staff and parents and where appropriate, act upon them. They take their own training needs seriously and have formed good links with the Diocese. They are regular visitors to the school and the presence of the Vicar in the playground on Friday afternoons is appreciated by the parents. The School Development plan has a separate section on church school distinctiveness which indicates the high priority the governors place on this aspect of school life. Additionally, in their advertisement for a new headteacher, the governors placed a strong emphasis upon the church school ethos. The school has taken seriously its responsibility to provide training for staff in developing the Christian character of the school. In staff meetings they have planned how it can be enhanced and how it will contribute to whole school improvement. Two leaders are also undertaking professional development to enhance their understanding of what it means to lead a church school. Links with the local parish are strong and developing. The school contributes to the parish magazine monthly, and the head of the church's education team meets with the Chair of Governors and reports to the Parochial Church Council on events at the school. Parents are highly supportive of the school. They like the values which their children are being taught. One described the school as 'friendly, loving and caring and highly compassionate when a child is facing difficulties'.

SIAMS report February 2016 Grayshott CE (Voluntary Controlled) Primary School, Hindhead GU26 6LR