

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Graveley Primary School

<b>Address</b>	Ashwell Common Graveley SG4 7LJ		
<b>Date of inspection</b>	5 March 2019	<b>Status of school</b>	Voluntary Controlled Church of England Primary
<b>Diocese</b>	St Albans	<b>URN</b>	117395

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Graveley is a primary school with 101 pupils on roll. The school has low levels of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is slightly above national average. The proportion of pupils who have special educational needs and/or disabilities is in line with national average. The headteacher has been in post since September 2017.

#### The school's Christian vision

##### With God, all things are possible. Matthew 19:26

'Our core Christian values of fellowship, creativity and harmony shape Graveley school. Everyone is encouraged to become the best version of themselves; following the wisdom and example of Jesus, through life's joys, storms and uncertainties. We want children to leave with their understanding deepened, minds enriched and hearts inspired.'

#### Key findings

- Graveley is a highly inclusive and welcoming school. All pupils and adults feel valued. The Christian vision focuses on a tailored provision for all and for pupils to be the best they can be.
- Relationships are strong at all levels due to shared Christian values. Pupils are happy and get on well together. Families feel welcome and are able to be closely involved in the school.
- Collective worship is central and inclusive. Pupil involvement has developed significantly and worship is strengthened through the valuable support of the local incumbent.
- Governors know the school well through frequent visits and meetings. However governor evaluation of church school distinctiveness is developing.
- Religious education (RE) is planned effectively. Pupils develop an understanding of Christianity and other religions.

#### Areas for development

- To deepen the connection between biblical roots and the school's Christian vision so that they are well known by all members of the community.
- To develop governors' evaluation of church school distinctiveness so that the impact of the Christian vision is known and informs strategic planning.
- To deepen pupils' spiritual and theological thinking so that they are able to explore this dimension across the curriculum.
- To widen pupils' global and cultural awareness in order for them to make deeper links with modern Britain.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The recently agreed Christian vision for the school has clear biblical roots, and links to existing Christian values. It was formed as a result of leaders working together and is beginning to be known across the school community. This vision is for all pupils, and adults, to aspire to be the best they can be. In order to do this all pupils are known well and feel valued for who they are. Adults also feel valued and the compassionate approach of the headteacher and governors enables them to flourish. The headteacher places great importance on all members of the school community, including parents. As a result all feel welcome and included. The wide range of provision for pupils with additional needs, and for vulnerable pupils, ensures all groups are given the chance to succeed. Vulnerable pupils are making steady progress towards matching their peers. Other pupils generally make good progress and number of pupils exceeding expectations is steadily rising due to a focus on this group. The curriculum is tailored for all pupils in order to motivate and inspire. For example, careful teacher planning around themes which will interest the pupils and make their learning relevant to them. Each theme is launched with a 'big bang' and involves pupils in the planning. This approach reflects the school's Christian vision which emphasises all pupils will be provided for and have a chance to be their best as 'with God, all things will possible'.

Pupils and adults live out the school's vision through wanting the best for others as a result of the school's tradition of charity work. Pupils are centrally involved, including a pupil ambassador for fund raising and pupil initiatives, such as 'Graveley Aid'. Local giving builds mutual beneficial community links and overseas projects are developing. As a result pupils have a growing global awareness. Local giving is strong including calendars, flowers and Easter gifts for local residents. Pupils behave very well and exclusions are extremely rare. Relationships across the school are strong and based on the school's Christian vision and values. There is a culture of respect for difference and the school's Christian vision enables pupils to be the best version of themselves as unique individuals. Pupils have an awareness of others and a supportive community exists due to the wide range of responsibilities given to pupils. They feel they are a valued part of the school's organisation. A pupil parliament member explained 'Children are important in our school. They are allowed to say their ideas.' They know that they will be listened to and that sensible suggestions could be taken up, for example, the development of the new outdoor play equipment. This project also emphasises the community links with the school as local residents have contributed to its success. Pupil leadership is a strength of the school. Families feel very welcome in the school and there are many opportunities for them to visit in addition to generous day to day contact, for example, half termly open days to share their children's work and new pupils' update sessions. The school runs coffee mornings for parent groups and buddies up the whole family when a new pupil joins the school.

Collective worship is a valued part of each day where all adults and pupils feel welcome and no families elect not to take part. The school's Christian vision and values are shared in worship and pupils are aware of how these apply to their daily lives. 'Our vision tells us to be the best we can be.' 'The values show you how to be a better person in helping others.' 'Forgiveness is the re-bonding of friendship.' Pupils are aware that they would need to repair relationships if someone's feelings were hurt. The teachings of Jesus are regularly explored and pupils are able to see their relevance today. Pupils can explain how the story of the Good Samaritan shows we should 'treat each other fairly.' Prayer is a key part of worship and within the way of the school. Pupils are aware it is possible to pray anywhere. Good progress has been made towards the previous inspection issue over pupil involvement in worship. The 'collectives' are a group of highly motivated pupils who help plan and evaluate worship with enthusiasm. The local incumbent provides valuable support and encouragement on a regular basis in school, and with the regular whole school visits to church. Statutory obligations are met.

Religious education (RE) is planned effectively so that pupils are able to give age appropriate accounts about Christianity. Pupils also have an understanding of a range of religions other than Christianity and are just beginning to see how these relate to society and modern Britain. Pupils feel able to discuss their views and are willing to listen to each other respectfully. They know it is possible to agree to disagree. They show age appropriate skills of enquiry but their theological and spiritual thinking skills are not so well developed. Assessment of RE helps gauge pupils' progress and informs teacher planning. The school's vision is reflected in the provision for all abilities in RE. Statutory obligations are met and RE is largely in line with the *Church of England Statement of Entitlement*.

Governors know the school very well and are closely involved with frequent visits. Governor evaluation of church school distinctiveness is developing. Governors are aware of the school's Christian values and how these relate to the organisation of the school. Their specialist skills are well utilised, for example in the development of the school's well-being policy and in making biblical links with the school's vision. They are centrally involved in the development of the school's vision in order that all pupils and adults might be the best version of themselves.

Headteacher	Nicky Hand
Inspector's name and number	Mary Westley 927