



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

## Grange Church of England Primary School

Address Fell Drive, Grange-over-Sands, Cumbria, LA11 7JF

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

**Overall grade** **Good**

**The impact of collective worship** **Good**

### School's vision

Achieve, Believe, Care

Grange Church of England School is at the heart of our local community. Our Christian vision is rooted and grounded in values of love, hope and trust. We are an inclusive school and our belief is that everyone is unique, valued, loved and matters to God.

'Let us think of ways to motivate one another to acts of love and good works.' Hebrews 10:24

### Key findings

- The Christian vision for a loving community, in which adults and pupils encourage each other, is at the core of the school's response to difficult times during the pandemic. Each unique individual is valued and loved. Support for mental health and wellbeing has been at the forefront of planning for home learning and the return to school. There is a strong focus on the school's values of love, hope and trust. Creative art provides a rich way through which feelings are shared and explored.
- The school's vibrant programme of global learning, building on the longstanding link with Nepal, is a pocket of excellent practice. As a result, pupils speak out for justice. They think deeply about concerns in the wider world, as well as in the local community. Pupils readily identify the needs of others and respond by taking action.
- The curriculum is inspired by the Christian vision. Spiritual development is a strength. Teachers readily adapt lessons to grasp moments of awe and wonder and take time for reflection. They provide opportunities to appreciate the wonderful natural world.
- Collective worship is enriched by the strong partnership with the local church. Families and staff valued sharing collective worship online during lockdown. Creative prayer stations and reflective spaces around school prompt pupils to think deeply. Leaders, including governors, monitor rigorously. Sometimes pupils' voices are not included in formal evaluation and consequently do not feed directly into development planning.
- The balanced and progressive religious education (RE) curriculum is currently being reviewed and further developed. Pupils demonstrate increasingly sophisticated RE skills as they progress through the school. RE makes a valuable contribution to pupils' commitment to inclusion and respect for difference.

### Areas for development

- Ensure that all monitoring and evaluation, where appropriate, focuses on impact on pupils. This is so that pupils' views are used effectively to inform development planning.
- Further develop the RE scheme of work, so that a balanced, sequential curriculum continues to support progress and the development of skills.

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 school is a loving, caring and transformative community. This springs from the Christian vision for a school founded on love, trust and hope. Building each other up is fundamental to relationships at all levels. Strong relationships result in a calm and supportive learning environment, where pupils' behaviour is very good. The school's Christian vision was worked out through a prayerful and collaborative process, involving the whole school community. It encapsulates deeply embedded principles that have characterised the school over many years and it expresses aspirations for the future. The vision is making a significant impact on the school's response to the pandemic. Staff and governors make clear the importance of listening. During lockdown, there was an 'ask twice' policy to encourage careful listening about challenges faced and loss. A culture of celebrating the contribution of each unique individual resulted in an explosion of creative activity from pupils, which was shared through the school's Twitter account. Staff and families felt exceptionally well-supported. Parents said they were in awe of the way staff provided for a range of individual needs whilst pupils were learning at home

The school is committed to enabling all to flourish, whatever the challenge. The parent of a pupil with special needs and disabilities said her child was 'a much-loved member of the community' and that 'the school has always worked really hard to meet each new challenge'. Support for mental health is deeply embedded. This includes training for staff, access to professional support, strategies to encourage positivity and encouragement to enjoy the outdoors. Experiences throughout the curriculum enrich mental health and wellbeing. The use of the 'HeartSmart' programme alongside the use of Christian values, in Personal, Social and Health Education is making a significant impact. Staff wellbeing is a priority. Governors have invested time in providing pastoral and professional support, including support for those suffering bereavement.

Pupils' learning about global issues, resulting in their commitment to speaking out for justice, is an area of excellent practice. This springs from the school's longstanding link with a school in Nepal, involving reciprocal visits and shared learning. Sharing faith and festivals from Christian and Hindu perspectives is a powerful experience. The Christian vision has contributed to this link being prioritised throughout the pandemic, giving pupils a global perspective on its impact. The school recently gained a British Council International School Award for 'outstanding development of the international dimension in the curriculum.' As a result of this outworking of the Christian vision, pupils see the world as a community whose members have responsibility for each other. They have a deep understanding of the challenges faced by those in the partner school. This in turn informs their understanding of the needs of others living in challenging circumstances around the world. They delight in the natural world and the curriculum is enriched by learning in the wonderful Lakeland countryside nearby. Consequently, pupils are passionate about protecting the environment. They readily speak out against injustice and make decisions about action to support those in need. Many pupils link the teaching of Jesus and Christian values to their concern for others. Parents say children who have left the school take with them a thirst to explore the world further and a commitment to work for change.

Character development runs throughout the curriculum. The vision summary, 'Achieve, Believe, Care,' expresses the school's commitment to a curriculum which raises aspirations and builds attitudes such as resilience. The curriculum aims to instill a belief that pupils have a contribution to make. They are challenged to care as Jesus cared. Pupils think deeply and respond well to opportunities for reflection. This springs from staff expertise in spiritual development and a shared understanding of how the curriculum is able to support this. Spiritual development is enhanced by the highly creative reflective areas in each classroom. These prompt deeper thinking on issues linked to the curriculum, worship themes or Christian values. For example, in one classroom, an interactive model of refugee camp prompts prayers and deeper reflections on learning about refugees.

Pupils and their families enjoy collective worship. There is a close and supportive partnership with the local church which greatly enriches school life, including worship. The church was without a local vicar during the pandemic, but the school was well-supported by a lay minister. Her contribution is highly valued and hugely enjoyed by pupils. Families learning at home say they valued sharing collective worship online or using the printed resources provided. Pupils participate enthusiastically. They sing with joy and some pupils make up prayers with confidence. Worship is invitational and pupils say their own views are valued. Through careful planning, they encounter a range of Christian beliefs, festivals and values. Many pupils choose to lead class worship. Some helpful ways of supporting their planning

have been developed, including a structure for worship and values bags containing ideas. This results in some moving and thought-provoking pupil-led worship.

The partnership with the diocese makes a significant contribution to the strong practice to be found in the school. Staff benefit from a range of training, including on collective worship, RE and spiritual development. The governors are highly committed. They regularly participate in training and have a sound understanding of their roles. They monitor routinely, providing detailed feedback to governors' meetings. Informal reflections on worship and RE take place regularly through conversations and sometimes in pupils' meetings. However, feedback on collective worship and other areas such as RE does not always explore pupils' thinking in depth. Formal feedback sometimes focuses on what is provided rather than impact. As a result, some valuable pointers to development planning or opportunities to rise to challenges are missed.

The balanced and well-planned RE curriculum effectively supports pupils' understanding of different religions and helps them to develop a range of skills. In addition to their study of Christianity, pupils gain a sound understanding of Islam, Buddhism and Hinduism. This is enhanced by visits to places of worship and visitors, as well as the link with the partner school in Nepal. RE contributes to pupils' excitement about exploring different cultures, alongside their respect for people of different faiths. Parents often share in pupils' learning and they recently attended a presentation from a Muslim visitor. The school is currently reviewing its curriculum in the light of support from the diocese, in order to further enrich its teaching.

The Grange School community is committed to encouraging each other to acts of love and motivating each other to take action for good. This Christian vision provides a strong compass as the school seeks to navigate the challenges arising from the pandemic.

### Contextual information about the school

Date of inspection	09 November 2021	URN	112280
Date of previous inspection	12 March 2015		
School status	Voluntary Controlled Primary with Nursery	NOR	161 (including 19 in nursery)
Name of MAT/Federation	N/A		
Diocese	Carlisle		
Headteacher	Phillipa Summers		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The local vicar has been in post for two weeks. The school was supported by a lay minister whilst the church was without a vicar.		
Inspector's name	Carol Berry	No.	324