

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grampound-with-Creed Church of England Primary School	
Address	Fore Street,, Grampound, TR2 4SB
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
The effectiveness of religious education (RE)	Good

School's vision
<p style="text-align: center;">'Be the Light' (Matthew 5:14-15)</p> <p>Every pupil will flourish and shine their light in a safe, nurturing environment and walk a path of success following Jesus' example, filled with pride and self-belief. Hope, trust, wisdom and love remain at the heart of all we do so every child flourishes in God's image and shines their light.</p>
Key findings
<ul style="list-style-type: none"> • Leaders have established an inspirational Christian vision in collaboration with the whole school community. It is having a transformative impact in addressing recent challenges, enabling staff and pupils to 'let their lights shine'. • The Christian vision is at the heart of collective worship, meaning that pupils flourish spiritually and in their learning. Pupils are not involved in evaluations of worship. • Very good support from the trust and the diocese enables school leaders to implement necessary changes in a supportive and nurturing manner. Pupils and staff feel safe, supported and challenged. • Pupils do not yet have sufficient understanding of the wide range of diversity and cultures nationally and globally. • Religious education (RE) is well led, planned and taught at this school. Assessment in RE is not yet fully effective.
Areas for development
<ul style="list-style-type: none"> • Extend and embed end of unit assessments in RE, sharing good practice and resources across the trust, so that pupils can better understand how well they are progressing in their learning and understanding. • Offer further opportunities for pupils to be involved in the evaluation of collective worship and for parents to become more involved so that there is a greater sense of ownership in the school and more occasions for sharing the Christian vision across the local community. • Continue to extend the programme of visits out and visitors into the school, so that pupils experience a wide range of backgrounds and cultures.



Inspection findings

Since the last Church school inspection, Grampound-with-Creed, has faced a number of significant and adverse challenges. Recently, this resulted in a section 5 inspection by Ofsted that judged the school to be inadequate overall and requiring significant improvement. This has led to the newly opened school being directed to join a different multi-academy trust, changes in the school's leadership and a notable number of staff changes.

Since the beginning of the term following publication of the Ofsted report, leaders have established a strong staff team and rebuilt pupils' confidence by developing and implementing an inspiring new Christian vision. This has been a collaborative process, involving the whole school community. Because of this emphasis on collaboration and Christian teachings, much needed improvements have taken place at pace, in a rigorous, yet supportive and compassionate manner. The vision is based on Matthew 5:14 'You are the light of the world...let your light shine before others'. It is understood as being a theologically rooted Christian vision by staff and pupils, and so celebrated by the whole school. 'Be the light' is a driver for change in this school and underpins the journey that the school is going on with parents and pupils. The new Christian vision has been a highly successful vehicle for improving the school. The quality of learning has rapidly improved so that more pupils can learn effectively. Staff, parents and pupils rightly report that the school is a happy, nurturing place where children's confidence is built up and they flourish. The diocese and the trust have both been very involved, offering mentoring, challenge and training to leaders and teachers, developing their knowledge and skills. This has ensured that the staff have had good support for their wellbeing and mental health. The school is well on the road to ensuring that these improvements are sustainable.

The curriculum has been refreshed in light of the vision, meaning that pupils now respond confidently to opportunities for independent learning, discussion and showcasing their work. They are now enthusiastic to 'let their lights shine'. As a result, pupils develop well and flourish. Pupils with special educational needs and disabilities (SEND) and vulnerable pupils are supported with care. For some of these pupils, there has been a transformative effect on their willingness to engage with their learning, enabling them to develop and flourish academically. Effectively supported by the trust, the local governing body is committed to the vision, ensuring that its impact is monitored closely and raising challenging questions when needed. Through monitoring visits and regular meetings they ensure that the vision has taken root, enabling the school to grow and develop as a Church school.

Inspired by the vision, pupils are thoughtful and reflective. They can articulate aspects of their own spiritual development, saying that it concerns 'awe and wonder about the natural world', and 'loving and being loved'. They respond well to planned opportunities to experience this, and to use moments of quiet reflection within their learning. There is a school council where pupils are given leadership opportunities and a voice in changes. For example, they were involved in improvements to playtime, including providing a covered quiet area with books and building bricks in the playground, giving opportunities for quiet reflection in a busy day.

Collective worship at the school is inspired by the vision and the associated school values of hope, trust, wisdom and love. It builds the school community and makes a strong contribution to pupils' spiritual development. Worship is inspirational and inclusive, giving pupils opportunities to pray or reflect on their lives and the influence that they can have in the world by 'being the light'. For example, the nativity play in Church had a role for every pupil, and pupils with SEND were given key leading parts. The local church is very supportive of the school, with the vicar and the 'open the book' team regularly leading worship. A pupils'




worship committee help to lead and participate in aspects of daily collective worship. Opportunities for pupils to formally evaluate worship and for parents to be involved are less well developed. Pupils are inspired by collective worship themes to be courageous advocates for change. Some pupils have initiated small social action projects to raise money for charities they feel passionate about. For example, a collective worship with the theme of compassion inspired one pupil to design and print a comic which he sold to raise money for the British Heart Foundation. Other pupils wrote letters to thank national health service staff for their work during the pandemic.

Behaviour is good, both in and outside of lessons. Pupils' confidence has been built by a positive policy based on forgiveness and reconciliation. As a result, pupils are engaged and focussed on their learning. They use and enjoy the well-developed learning environment that is inspired by the vision. This includes the reflection area in each classroom and useful and inspiring displays. Pupils are very proud of the 'light tree' in the hallway. Pupils, staff and parents use this to praise pupils who have 'shone their light' outside of school through acts of kindness or compassion. The school embraces and celebrates difference and diversity. Pupils from all backgrounds are welcomed and supported. A few visitors from a range of faiths and cultures have given talks to the children. However, pupils do not have sufficient understanding of the wide range of diversity and cultures nationally and globally.

RE is well led, planned and taught. It reflects the requirements of the Church of England statement of entitlement. Pupils are engaged and enjoy the subject. The RE curriculum is inspired by the Christian vision, and has an appropriate balance between Christianity and world faiths. Pupils understand Christianity as a living world faith. They respond well in classroom discussions and are confident to express their own views and opinions in class. Careful planning ensures that opportunities for personal reflection are varied and enjoyed by pupils, contributing to their spiritual development. The subject is taught by staff who have received appropriate training from the diocese and trust, meaning that lessons are well-informed, and capture the interest of pupils. There are effective systems in place for teachers to carefully check the learning of pupils. Teachers have developed and use good quality resources to identify and fill in gaps in pupils' knowledge and understanding. However, summary assessment at the end of each unit of work is not yet fully in place, and this means that pupils do not have enough information about their progress



	The effectiveness of RE is		Good	
	Teaching is well-structured, and engaging so that all pupils, including those with SEND and the vulnerable, progress well in this subject. They are proud of their work, and can articulate and explain their learning.			
Information				
School	Grampound-with-Creed Church of England Primary School	Inspection date	16 January 2023	
URN	149532	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	60	
MAT/Federation	The Rainbow Multi Academy Trust			
Acting Headteacher	Rebecca Jane			
Chair of Governors	Tracey George			
Inspector	Judith Larrington	No.	948	