

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Risley Lower Grammar Church of England Primary School	
Address	Derby Road, Risley, DE72 3SU
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
<p>'Love your neighbour as yourself.' Matthew 22: 39</p> <ul style="list-style-type: none"> We want all children and adults to have purpose, resilience and success so they can help themselves and others, in school, locally and around the globe. We want people to understand and be at peace with themselves and be inspired to care for others and the world around them.
Key findings
<ul style="list-style-type: none"> The school's vision is consistently applied to all leadership discussions. Leaders, at all levels, refer to how the vision provides a foundation for reflection, consultations and action. The school is aware that exploring potential partnerships provides additional opportunities for growth. The school vision ensures that the curriculum enables pupils to flourish. Staff conscientiously develop provision, ensuring challenge and support for every pupil. Prayer is a prominent feature of each day, but the school is yet to have a shared understanding of spirituality. The school is successful in engaging with social action. Through the 'Global Neighbours Bronze Award' Risley Lower Grammar works in partnership with Christian Aid. The school commits itself to explore social action whilst holding all people with dignity and respect. Collective worship is vibrant, invitational and deeply enjoyed. Without a hall the school makes good use of the local church, All Saints. The school now benefits from engagement with the church community and is seeking to develop this further. Leaders are aware that pupils benefit from taking more responsibility for worship. Religious education (RE) nourishes and engages the pupils' interests. They discuss their understanding of world faiths and have a good knowledge of biblical texts. They are confident learners, articulate and curious. Staff ensure that the RE curriculum is memorable through meticulous planning. They enable access for all, including the most vulnerable.

Areas for development

- Establish a common understanding of spirituality to be able to plan for spiritual development across the curriculum.
- Develop the impact of external partnerships to further enhance the school's Christian distinctiveness and whole school progress.
- Develop the ways in which the pupils interact with and lead collective worship to enhance personal growth.

Inspection findings

The school's vision is deeply rooted in the Bible. By 'loving their neighbours as themselves', the school affirms every pupil and adult matters, addressing every person's needs. Leaders consistently make use of the vision to challenge themselves about the impact of decisions. The vision is used as a benchmark against which they review achievements and respond to opportunities. There is now a strong monitoring focus for leaders at all levels. Leaders review the quality and impact of the curriculum in order to weave academic progress with personal growth. They are unrelenting in seeking continuous improvement. Leaders refer to being, 'constructively dissatisfied', to challenge themselves in their drive to enable everyone to flourish.

The school is exceptionally active in the pursuit of living their vision. Partnership with Christian Aid's Global Neighbours enables the school to focus deeply upon developing the school's curriculum. There is a strong focus upon treating all with dignity and respect. Through the Global Neighbour's bronze award, the school develops the pupils' awareness of social action in response to injustice. The school supports local charities raising an awareness of social challenge. Through the vision pupils have an age-appropriate awareness of how others can be vulnerable and how to be compassionate. The school ensures that pupils are aware of social injustice and significant challenges faced by local people. They support local homeless charities and the local foodbank.

Through the vision the school also encourages pupils to become increasingly aware of environmental concerns. Pupils are articulate in their well-considered questions. The school is rightly proud to hold the Eco-Schools Green Flag Award. This acknowledges the pupils' ecological awareness and provides a platform for life-long sustainable actions. Pupils are taught what they do makes a difference.

The school is true to the vision in its day-to-day activity. It is solution focused and is very quick to meet educational and emotional needs of more vulnerable pupils. Staff will find a way to support every pupil, demonstrating patience and kindness at every opportunity. The vision promotes how pupils joining the school are enthusiastically welcomed. They are immediately accepted by the whole school family. Staff quickly assess needs and organise appropriate provision.

The developing partnership with the church community is becoming increasingly strong. Without a hall the school makes good use of the church for collective worship. The pupils have dedicated space for the display of their work within the church building. The bond between school and church has mutual and substantial benefits. Leaders regard this partnership as a catalyst for future developments. Clergy are very supportive and frequently lead the school's collective worship. The school benefits from the wider Christian community's engagement. They organise and run well-attended after school activities such as the 'Quest Club'. The church makes good use of the school to reach out to families.

Governors are very active, visiting school frequently. There is a foundation governor or church associated governor on every sub-committee. They regard this as vital to whole school development. Consistently directed by the vision, the church school status is discussed at every governors' meeting. In their deliberations they ask themselves, 'How are we living the vision?' At the conclusion of their meetings they reflect, 'How have we supported the school's vision?' They are resolute that this enables them to hold the school and themselves to account. They are acutely aware that their decisions impact upon how pupils and staff thrive. Governors are well informed and care deeply about how they serve the community. Leaders are aware that, through carefully developing partnerships, they create

additional opportunities for whole school development.

Staff speak gratefully of school being a mutually supportive environment. They recognise that the school vision helps them develop both professionally and personally. It promotes deep recognition of the needs of others while maintaining self-reflection. They reflect that this is empowered by a respectful awareness of each other's challenges. They consider themselves to be a family working together with clear objectives. They appreciate the ongoing care and respect for each other based upon unconditional regard for the common good. Leaders now distribute responsibility to widely develop professional knowledge and skill. Staff refer to the vision and appreciate that through the opportunities they receive they can help others.

Leaders are committed to ensure ongoing professional training for all staff. Through their developing collaboration with the diocese, the school makes increasingly good use of external expertise. This has particularly influenced how the RE curriculum has evolved so well. Nationally accredited training also impacts positively upon the school's effective management and leadership. Senior staff embrace this opportunity and speak passionately about how this enhances their church school leadership.

Staff recognise the deep respect that pupils have for each other and for adults who care for them. Indeed, pupils struggle to recall examples of significant discord between each other. The school makes good use of restorative practice. Pupils confidently explain the structure through which they resolve minor disharmony. Pupils understand that the vision helps them in this regard. They know the importance of saying sorry and forgiving while striving to live well together.

Detailed, differentiated planning enables every pupil to access collective worship. It remains invitational and provides a dedicated time for reflection and prayer. Worship is inspiring, vibrant and engaging for pupils and adults. Pupils discuss how collective worship is built upon the school's vision. They talk about how it is important to value everyone, to, 'love your neighbour as yourself'. They confidently explain who their neighbours are. They explain how this helps them respect others and to find ways to live well together. They acknowledge the importance of giving thanks and celebrating everyone for their God given talents, including themselves. Mindful of others' needs, they reflect how the vision impacts upon worship. However, pupils are yet to take ownership of collective worship to further enhance their experience. Worship invites reflection, which also occurs during lessons when discussions encourage pupils to ponder deeply upon 'big questions'. The current lack of shared understanding of spirituality limits how pupils and adults communicate their insights.

Pupils talk about how they enjoy their learning. They appreciate staff encourage and support them. Lessons are calm and purposeful. Pupils demonstrate good learning behaviours and have a thirst for learning. In RE pupils explain how they enjoy finding out about 'why' and 'how'. They discuss rites of passage and festivals in different faiths with confidence. The RE curriculum now enables good progression. Leaders ensure that progress builds upon previous learning. Through the school's work with 'Global Neighbours' pupils consider 'big questions'. This enables enquiry-based learning where pupils' curiosity is encouraged and actively pursued.

Information			
School	Risley Lower Grammar Church of England Primary School	Inspection date	17 November 2022
URN	112850	VC/VA/Academy	Voluntary controlled
Diocese/District	Derby	Pupils on roll	112
Headteacher	Paul Bridgmount		
Chair of Governors	Marie Edinborough		
Inspector	Mark Millinson	No.	2121