

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grayrigg Church of England Primary School	
Address	Grayrigg, Kendal, LA8 9BU

School vision
<p>Our vision reflects both the Church of England's vision for education as we are proud of our Church school status and the reason we were first opened over 200 years ago alongside meeting the needs and hope for the children in our context.</p> <p>Grown from John 10:10 'I have come that they may have life, and have it to the full.'</p> <p>Ensure every unique child and adult is able to flourish by... (Genesis 1:26)</p> <ul style="list-style-type: none"> ● Inspiring them all to reach further than they ever thought they could in all they do academically and personally (John 10:10) <ul style="list-style-type: none"> ● Inspiring them all to look beyond what they already know, encouraging children to have confidence to explore beyond their own experiences. (Hope and aspiration the CofE vision for education) ● Inspiring them all to be confident to lead, having the confidence and courage to be the change and know that 'what just-is, is not always justice'. (Micah 6:8) ● Ensuring we have created a place of true belonging so everyone's physical and emotional needs are met and all can flourish. (Psalm 139:14) <p>Our Vision is underpinned by our two core Christian values- BELONGING and JUSTICE.</p>
School strengths
<ul style="list-style-type: none"> ● The deeply-rooted Christian vision runs through everything and is carefully constructed to reflect the school's context. ● Pupils are passionate advocates for justice and belonging. Leaders have developed a curriculum and a culture where pupils are well-informed, articulate and confident to express their opinions. ● Shaped by the vision, highly inclusive collective worship and the school's approach to developing spirituality enable all to participate with integrity. ● Curriculum provision for religious education (RE) is rich and exciting. ● The school's Christian vision enables it to create a very special environment where people treat one another exceptionally well.
Areas for development
<ul style="list-style-type: none"> ● Ensure that leaders, including governors, systematically evaluate the impact of the Christian vision. This is to enable them to gain a clear picture of the ways in which it is enabling all to flourish. ● Strengthen systems for demonstrating pupils' progress in RE. This will support pupils in identifying and talking confidently about their progress.

Inspection findings

Everyone belongs at Grayrigg School. This small, rural school, situated in an area with very little diversity, is a beacon of inclusivity. Belonging and justice, the cornerstones of the school's Christian vision, drive everything. Rooted in six Bible verses, the vision inspires pupils to ensure that all are welcome and included. It also empowers them to speak out when they encounter unfairness. The multi-layered vision is the result of detailed planning over several years. However, there is little systematic monitoring of its effectiveness. Leaders successfully ensure that the vision remains current in reflecting the context of the school. Everyone knows that prejudice and discrimination will be not be tolerated.

Grayrigg School is rich in spiritual opportunities. Pupils and adults have a shared language for talking about spirituality. This proves helpful for teachers when planning opportunities across the curriculum. It supports pupils and adults to think about spiritual possibilities in exciting times, in painful times and in ordinary, quiet times. Adults' skilful use of unplanned moments, such as observing cloud formations, creates space for pupils to share their own reflections. Pupils, including those who are vulnerable, gain confidence and resilience in learning. This is because adults create a safe, supportive environment in which challenges, or 'wobbles', are celebrated and tackled positively.

Justice and belonging underpin curriculum decisions. Adults have taken bold decisions in RE and the wider curriculum to ensure pupils understand and experience justice and belonging. Teachers are committed to developing pupils' understanding of perspectives and lived experiences different from their own. Their choice of core texts in English reflects this commitment. Whilst learning about the Appleby Horse Fair, for example, younger pupils access a range of picture books about Traveller children. Prompted by their reading about children fleeing war, older pupils requested spare chairs at the back of their classroom. This is because they wanted to ensure that, if people need to join the school quickly, there would always be space for them to belong. Strong links with the diocese and the Church of England Foundation for Educational Leadership (CEFEL) support adults' further development in inclusive leadership.

Worship is highly inclusive. Pupils know that they do not have to join in with all aspects, but that they do have to be respectful. A simple Anglican structure provides familiarity and helpful predictability. Some of the youngest children particularly look forward to joining in with the blessing. Leaders have deliberately chosen to timetable collective worship immediately after lunchtime. This reflects its centrality in the life of the school. Pupils cope well with moving from a busy, noisy playground to a calm, reflective space for worship. They remove outdoor boots efficiently and come in respectfully, helped by the targeted encouragement of the oldest pupils. Leaders ensure that the time of gathered worship is unhurried. The resulting stillness is striking and deeply spiritual.

Since the recent relocation of the local vicar, the school has maintained good links with the church of St John the Evangelist. Weekly 'Open the Book' style worship and celebrations of key festivals take place in the church. This enables the school to develop a mutually enriching relationship with the church community and familiarity with the building. School leaders have made good use of this time without a vicar as an opportunity to develop others in leading worship. Several staff are now confident to lead.

Inspired by the vision of creating a place of true belonging, people treat one another extremely well. Formal policies make this explicit. The school's belonging policy is clear that the school should be a safe, happy place, where people can be themselves. Parents' comments show that Grayrigg is successful in achieving these aims. Several speak of experiencing a real expression of love. The

behaviour policy illustrates some of the ways in which leaders have created this culture where everyone's wellbeing is enhanced. Key themes of listening, respect, understanding and partnership with parents are evident. Pupils' involvement in shaping the behaviour policy has influenced the school's approach to rewards. The ethos crew agreed that extrinsic rewards were not necessary to promote good behaviour. They believe that 'being part of the Grayrigg family' is sufficient reward.

Responsibility and justice grow naturally out of the school's vision. Pupil ethos leaders and the belonging crew make a positive difference and inspire others by modelling and enforcing the vision. They speak out, respectfully but confidently, when they notice injustice. Pupil voice is strong. Confident pupils, inspired by the vision, challenge the governors, for example, to consider more environmentally friendly forms of energy. It was pupils who first noticed that all the toy dolls in the Early Years classrooms were White and able-bodied. They challenged the adults who have since provided a more diverse, representational range of dolls. Pupils teach others how to play respectfully with these dolls. They know, for example, not to remove the hijab or head covering from the doll wearing traditional Islamic clothing. Pupils recently asked for sign language to be introduced throughout the school. The Year 5 belonging crew now include sign language in their morning welcome at the school gate. Pupils make a difference beyond the school. Their effective work on anti-racism and discrimination has resulted in their presenting at a summit for Anti-Racist Cumbria.

Leaders ensure that RE has a high profile in the school. Provision is exciting. Learning is memorable because it is active and varied, for example, involving food, art work and pupils' own film-making. Adults in the Early Years ensure that there are rich opportunities for pupils to develop their understanding through independent play. The school follows the local syllabus. This ensures that pupils gain a good understanding of a range of religions and worldviews. Recognising the lack of diversity in the school's locality, leaders have placed particular emphasis in ensuring accurate understanding of Islam and Hinduism. Support from a Muslim and a Hindu visitor strengthens this further. The school is part of a national trial of teaching resources focused on Christianity as a global world faith.

Teaching in RE is good. Assessment systems are thorough and reflect teachers' understanding of individual pupils. Most pupils rightly say that they are good at RE. They are less sure about whether they are making progress. Strong teamwork enables staff together to identify pupils demonstrating particular ability in RE. Teachers are skilled at building on this success in order to develop pupils' confidence in other areas of the curriculum.

The inspection findings indicate that Grayrigg Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 November 2023	URN	112320
VC/VA/Academy	Voluntary aided	Pupils on roll	82
Diocese	Carlisle		
MAT/Federation			
Headteacher	Kirsty Cooper		
Chair	Tony Womack		
Inspector	Penny Burnside	No.	772

