

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grazeley Parochial Church of England VA Primary School	
Address	Mereoak Lane, Grazeley, Reading, RG7 1JY
School vision	
<p>We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.</p> <p>'Be courageous; Be strong; Do everything in love'. (1 Corinthians 16: 13-14)</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision and values are strongly embedded within the school community. These are lived by adults who know how to nurture pupils and their families. • Leaders make wise decisions when planning the curriculum. Pupils experience rich opportunities and are supported as unique individuals. • Collective worship is engaging and thought provoking. Carefully selected themes reinforce the vision and values for those of all faiths and none. Reflective prayer is invitational and enables spiritual growth. • Leaders, including governors, maintain a caring culture underpinned by the vision. This means that pupils and adults thrive even when faced with challenging circumstances. • Religious education (RE) has a high status and is planned effectively. Teachers deliver a progressive curriculum which enthuses pupils. The rich opportunities enable pupils to learn about a variety of religious worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the school's understanding and chosen language for spirituality through the curriculum. Use this to deepen pupils' connections with themselves and their experiences. • Strengthen opportunities for pupils to see themselves as agents of change. Embed their understanding of justice and responsibility. • Develop systems to assess RE effectively. This is so that leaders can establish the impact of the RE curriculum on pupil progress. 	
Inspection findings	
<p>Leaders model the Christian vision which forms a culture of resilience and courage. This underpins the life of the Grazeley, providing a strong foundation of love. Governors know the school well and support leaders to be aspirational for pupils and staff. They demonstrate courage when faced with challenging decisions. As a result, changes within the school community are undertaken with dignity and respect. The school is welcoming and communicates openly. This is clearly valued by parents who share that adults listen and offer support for families. Pupils articulate the vision well, explaining that 'everything is done in love'. Their academic and personal flourishing is central to the work of the adults who care for them.</p>	



Teachers craft a revised, vision inspired curriculum which provides pupils with engaging learning opportunities. They have high expectations and create an environment where pupils are supported to achieve. Learning from mistakes forms part of the culture of the school. This fosters an ethos where pupils are confident to articulate when they need to be resilient or courageous. Adults are strongly committed to providing an inclusive learning culture where diversity is celebrated. Pupils with special educational needs and/or disabilities (SEND) thrive due to the adults who support them. Improvements to the attendance is due to the expert nurturing by adults who live out the vision of love. Governors provide effective support as critical friends. Their regular monitoring of the curriculum provides confirmation that the vision is having an impact. Teachers welcome their visits which provide support and guidance. Leaders carefully consider how to nurture the spirituality of pupils through rich curriculum opportunities. The creative 'spiritualtree' provides a visual framework for the shared language and understanding for spirituality. However, although pupils are able to talk about the existence of this, the impact is limited at present.

Leaders plan a carefully considered programme of inclusive collective worship. They have a clear vision and work diligently to nurture spiritual flourishing. Those leading worship pose 'big questions' which prompt opportunities for spiritual reflection. They carefully explore the Christian understanding of the 'Holy Trinity'. Those present benefit from moments to discuss how the message of the day will impact their lives. For example, pupils recognise that they can be kind to their siblings at home. Sensitive leadership and the careful use of language enhances the spiritual lives of those present, regardless of faith. Prayers and reflections are invitational but reflect the school's Christian foundation. Singing is clearly enjoyed and pupils gladly share their favourite songs. Class worship offers moments to explore the termly 'big question' whilst creating times for stillness. Pupils share that they value times of quiet. Leaders regularly monitor the impact of worship which clearly informs future planning. Pupils feel that their voice is heard. The school enjoys a positive relationship with the local church representatives despite facing challenges for pupils to visit places of worship. Local clergy and pastoral leaders contribute to the spiritual flourishing of those within the school community. Pupils are enthusiastic when engaging with the annual 'prayer space' activities outside. These enhance moments to reflect upon God's love and the values of courage and hope for the future.

Carefully considered decision making by leaders impacts positively on the wellbeing of pupils and adults. This is a strength of the school. Governors are mindful of the impact of recent changes and live out the vision of love. Leaders are flexible so staff feel listened to and part of a family facing challenges together. Adults effectively support one another building resilience through informal 'home-made bread and cheese days' or formal training. Inspired by the vision, dedicated adults provide effective activities to meet the needs of vulnerable pupils. The '20,20,20 Club' makes lunchtime manageable for those who prefer quieter activities. Pupils are carefully nurtured due to the creation of a sensory space. This directly supports those pupils coping with emotional challenges. Adults build successful relationships with parents which provides pupils with consistency enabling them to flourish as unique individuals. Welcome letters from year 6 buddies for reception pupils effectively establish bonds building a loving community. Resilience is further nurtured through opportunities for pupils to develop their individual talents. For example taking part in the local super chef competition. The emphasis on wellbeing and mental health creates a sense of hope within the school. Diversity within the school community is celebrated which leads to the flourishing of pupils and adults.

The Christian vision shapes pupils' understanding of their responsibilities to others. The revised curriculum for personal and social education enables reflections upon their place in the world. The selection of an annual Lent charity allows pupils to make a difference. For example supporting a guide dog. Although teachers thoughtfully plan links within curriculum topics, times for pupils to initiate their responses to global initiatives are not fully embedded. However, school council

representatives recognise the importance of improving school life. Their regular litter picking and ideas to enhance playtimes with chess enrich the experience of their peers. Locally, pupils enthusiastically share their vision when they attend church coffee mornings, serving members of the community.

Leaders have a strong vision for RE so the curriculum is clear and progressive. They engage with diocesan training which provides effective guidance for teachers. Teachers expertly plan opportunities for pupils to learn through an enquiry approach. They demonstrate good subject knowledge and have high expectations. Learning activities are creative and engaging. For example, facilitating a visit to the local Sikh place of worship. As a result, pupils remember their learning. Adults skillfully demonstrate the use of appropriate language when conveying the presence of diversity within worldviews. As a result, pupils are curious and thrive. They benefit from meeting and posing questions to members of faith communities. Families are strongly encouraged to share their beliefs where appropriate. This instills a sense of pride and a deeper understanding of religious beliefs and practice. Pupils demonstrate the school's values through their respectful responses. For example, they acknowledge that 'a pilgrimage would make a religious person feel closer to God'. They make progress in their understanding of the core beliefs and practice studied. Pupils enthusiastically share their knowledge of religious symbols and the significance of these. They recognise that some people do not have a religious world view. Leaders utilise specialist resources to record the achievements of pupils in RE. However, assessment is not yet consistent or effective. Leaders have a clear plan to enable teachers to develop this further.

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

Information			
Inspection date	27 June 2024	URN	110015
VC/VA/Academy	Voluntary aided	Pupils on roll	204
Diocese	Oxford		
MAT/Federation			
Headteacher	Jane Critchlow		
Chair	Julia Cottee Clare Payne		
Inspector	Helen Crolla	No.	918