

## National Society Statutory Inspection of Anglican Schools Report

### **Grampound Road Village Church of England Voluntary Aided Primary School,**

South Street,  
Grampound Road,  
Truro,  
Cornwall,  
TR2 4EA.

#### **Diocese: Truro**

Local authority: Cornwall

Date of inspection: March 6<sup>th</sup> 2008

Date of last inspection: 20<sup>th</sup> & 21<sup>st</sup> January 2004

School's unique reference number: 112009

Headteacher: Mrs Lynne Bazeley

Inspector's name and number: Mrs Jenny Pestrige (153)

#### **School context**

The school is housed in a new building in the centre of the village, which is 8 miles east of the city of Truro. There are 107 learners, who represent a cross-section of society. Mobility is low, and many learners are from long established village families. The nearest Anglican Church is in a nearby village. The local Methodist minister from the village chapel supports the school, as does the chair of governors, who is a non-stipendiary minister.

#### **The distinctiveness and effectiveness of Grampound Road Church of England VA Primary School as a Church of England school are good.**

The explicit Christian ethos is evident in the values expressed in the curriculum, and in policies. Recent initiatives in collective worship and in religious education, and their impact in the lives of learners, are outstanding. The school has a special ecumenical relationship with the Methodist Church. The appointment of a new incumbent means that the link with the Church of England is currently entering a new chapter.

#### **Established strengths**

- The enthusiasm of the Headteacher to develop and implement the Christian ethos of the school.
- The support given to the Church/school partnership by the Methodist minister, and the foundation governors.
- The leadership and impact of a creative approach to religious education and collective worship, in the lives of learners.

#### **Focus for development**

- Create a process for monitoring and evaluating the overall Christian ethos of the school, and involve all stakeholders.
- Develop the relationship with the Anglican Church, whilst continuing to celebrate the excellent relationship with the Methodist minister.
- Monitor and evaluate the impact of the policy for spiritual, moral, social and cultural development.
- Revise the policy for collective worship, in order to reflect the current practices, which uphold the Church of England foundation.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Learners are enthusiastic about their school. One parent said, “the children don't want to leave at the end of the day.” This is because of the level of pastoral care shown by the staff, which focuses on enabling every learner to make progress. A recent review of the school’s Christian ethos has resulted in several good initiatives. For example, clear Christian values are linked to Biblical stories, which relate to policies and practices. Learners are given opportunities and responsibilities to make a difference, for example, as worship leaders. As a result, learners feel part of the decision-making processes of the school. The mission statement emphasises the Christian foundation of the school. However, there is currently no overview of the impact of the Christian ethos in the lives of learners, over time. The opportunities for spiritual development are good. There are also examples of outstanding practice provided within collective worship, religious education, and in displays in the main entrance. As a result, there is an explicitly Christian focus, which creates a reflective atmosphere for the learners. Relationships in the school are supportive, and reflect the Christian ethos. Prayer is a significant part of the school day, and learners understand its relevance in their lives. One learner said, “you can talk to God when you have problems.”

**The impact of collective worship on the school community is outstanding.**

Collective worship in the school reflects a new and developing approach, using the ‘Values for Life’ resource. The developments represent best practice, based on Diocesan recommendations. For example, the formation of a worship leaders’ group for learners is an excellent initiative. The use of a prayer at the lighting of a candle marks the beginning of worship, which helps learners to focus. This also creates a special atmosphere. In the act of worship observed, based on trust, the experience created by the worship leaders was outstanding. A dramatic retelling of the story of Jesus stilling the storm included learners in role-play, dance, singing and reading. The preparation, planning and presentation, was outstanding. The learners were supported by the Headteacher, who helped to create a reflective atmosphere. The emphasis on the reliability of God meant that the Christian ethos of the school was explicit. Learners enjoy collective worship, and the weekly worship club is popular, and open to all. Parents speak highly of the impact of collective worship on learners, particularly of the contribution to spiritual and moral development. A special feature of worship in the school is an emphasis on creativity, which is enjoyed by learners. The school has begun holding a school-based Eucharist, and the intention of developing this as a termly service is good practice. Learners are included in an evaluation process of acts of collective worship. This increases the learners’ sense of involvement in worship. The Methodist minister has supported the collective worship programme, and this relationship has enhanced the links between the school and the Church.

**The effectiveness of the religious education is good.**

Religious education is well led and managed by an enthusiastic and committed coordinator. She keeps careful records, which analyse learners’ progress. These are based on assessment using levels, which is best practice. Over the past two years, the review of the subject has resulted in a greater emphasis on creativity and higher-level thinking. Initiatives such as Godly Play and Focus Days are now established. All of these developments mean that the enjoyment of learners has increased. Good lesson planning, and teaching which emphasises key questioning, is resulting in standards, which are good and improving. This is because of the revised religious education curriculum. In the lessons observed, in both Key Stages, learners’ behaviour and attitudes were positive. This is due to a range of creative activities, such as hot seating, games and role-play. Learners are encouraged to consider key questions. For example, learners in Key Stage 1 considered why St Piran continued with God’s work, after arriving exhausted in Cornwall. A further class researched the difference that Christian belief made in the life of St Francis. In Key Stage 2, different classes focussed on what people need to lead a good life, and the significance of commitment. The creative approaches to the learning intentions in all classes meant that all learners made progress. More able learners were given opportunities to extend their understanding. The school is

concentrating on attainment target 2, learning from religion, as a way of moving from a content led approach. Religious education is now being seen as a core subject, in which learners are being given opportunities for reflection and response. This indicates the subject's contribution to the spiritual development of learners. Monitoring is effective and is making a positive impact, as shown by the review and its outcomes.

**The effectiveness of the leadership and management of the school as a church school is good.**

The Headteacher is giving the school a clear direction for developing the Christian ethos of the school. She is receiving effective support from the foundation governors, who refer to the 'inspirational teaching' of the Headteacher. The introduction of religious education-led topics in a new, enriched curriculum, are an indication of the subject's centrality in the life of the school. The imaginative leadership of collective worship is enhancing the spiritual experiences for learners, in addition to developing their self-worth and social and moral understanding. The chair of governors refers to the fact that the school is at the start of a new chapter in its relationship with the Church. The relationship with the local Anglican Church is underdeveloped. However, the efforts of the Methodist minister have enhanced the Church/school partnership. For many parents, this is the school of choice. They speak highly of the interest and commitment shown by the Headteacher to new parents. They are also supportive of the new creative approach to collective worship, including the use of modern music. These factors are contributing to a positive understanding of the Christian ethos by learners.

SIAS report – March 2008 - Grampound Road Village Church of England VA Primary School, South Street, Grampound Road, Truro, Cornwall, TR2 4EA.