



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grayshott Church of England VC Primary School	
Address	School Road, Grayshott, Hindhead, GU26 6LR
School vision	
<p style="text-align: center;">'Acorns to Mighty Oaks'</p> <p style="text-align: center;">We are acorns growing to mighty oaks. Our roots are in Christian teachings and in a loving, supportive village and church family. Our branches are strong moral character and a love of learning. Our fruit will be fulfilling lives that make a positive difference in the world. "They will be called the oaks of righteousness." Isaiah 61: v1-3</p>	
School strengths	
<ul style="list-style-type: none"> • The clear Christian vision shapes all aspects of the school's work. This is because leaders have precisely articulated the purpose of the school and work with all to enact its principles into action. • The aspirational curriculum, shaped by the vision, supports the progress and growth of every pupil. Horizons are lifted beyond the school. As a result, pupils love learning and make good progress. • Hugely positive relationships are at the heart of the school. The culture gives dignity and respect explicitly and equitably to all pupils and adults. • Wellbeing for pupils and adults is central to the work of the school. A deep sense of family and togetherness mean that all have the space, encouragement and support to thrive. • Effective leadership in religious education (RE) has established a balanced and relevant curriculum which enhances pupils' learning. This positively impacts on pupils' understanding of a diverse range of religions and worldviews, including Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • Establish a shared understanding of spirituality, known to all. This is so that it becomes intrinsic and central to all of the school's work, enabling all to flourish spiritually. • Extend partnership work beyond the local community so that the Christian vision is more widely expressed. • Amplify the active pupil voice so that pupils have the opportunity to advocate for justice more widely, leading change beyond the school. 	
Inspection findings	
<p>Grayshott is a school community that provides a loving welcome for all. The Christian vision is well-known and lived out by pupils and adults daily. This is expressed by the high quality of relationships across the school. All are valued and have a place in the school. Everyone is supported to be the best they can be. The school's expression of the vision is enthusiastically modelled by school leaders. Imagination and metaphor are used to bring the school's foundation to life. This is reinforced by a</p>	



carefully planned programme of monitoring. As a result, the journey from ‘acorns to oaks’ is lived, narrated and visible to all. There is a tangible interdependence in the school that connects everyone. The Christian vision drives all aspects of the school’s work enabling everyone to flourish.

The aspirational curriculum lifts perspectives beyond the school. Careful choices have been made about content engendering a love of learning and an eagerness to make a positive difference. Two strong examples of this are the high quality texts used in English and the people selected to enrich study in history. Content decisions are enacted effectively with classrooms calm and purposeful. Teaching is well-adapted and challenges all, including those who have special educational needs and/or disabilities (SEND) and pupils deemed vulnerable. Technology is well used to overcome barriers to progress. The learning journey of every pupil is equally vital. The supportive culture means that when learning is hard there are routines in place to help. The use of emotional literacy support assistants (ELSAs) and routines such as a ‘busy box’ express the vision’s aim to be for all. Across the curriculum, the whole child is considered. Contemplation is a central part of lessons allowing pupil to think about their learning in a deeper way. Reflection spaces in every classroom enrich this. Meaningful spiritual development is the result. However, there is not an explicit shared understanding of spiritual development in the curriculum. This means opportunities are not maximised. There are a range of extra-curricular opportunities that enrich the offer to pupils. Through sport such as the local cricket club and the arts with the nearby pottery, the vision’s desire to build ‘strong moral character’ is well-augmented. Leaders work intentionally to model, exemplify and monitor the curriculum. This includes delivering training for staff to ensure they can teach the planned curriculum effectively. Pupils are fulfilled by their lessons and wider school life.

Collective worship is a cornerstone of the school’s expression of its vision. Characteristically Christian, the programme is carefully planned by leaders. Resources, including the diocesan worship scheme, are used effectively. Worship exemplifies the range of partnerships the school has. Regular parish visitors combine with special guests such as a drama group and a Paralympian to enrich worship. The regular vision celebration worship brings the school together deeply. Pupils and adults describe the positive impact of worship on them spiritually and on the school community. Worship is for all, with invitational language carefully and consistently used. Prayer is vital to all worship, providing space for quiet and reflection. Pupils understand how they can participate to make any prayer their own. Christian teachings of the Trinity are well understood. A range of styles are used so that through word, song and liturgy the pupils experience the richness of Christian worship. Through the work of the prayer champions, pupils experience leading and planning worship. These contributions deepen their spiritual development. The impact of worship is monitored by school leaders so that pupils and adults can always expect to be inspired. Through stories from the Bible, key Christian messages are illuminated for all. Pupil engagement is regular with the structure of worship providing opportunities to respond and contribute. Pupils and adults grow spiritually as they are helped to see beyond themselves to how humanity is connected. Worship creates an understanding of what it means to lead fulfilling lives that make a positive difference in the world.

The wellbeing of every pupil and adult is central to the school. Mental health is prioritised, with staff effectively and diligently supporting pupils. Governors are committed to the wellbeing of all staff. Senior staff positively support training for all which means staff feel valued. Pupils express the school’s vision describing how ‘we are all acorns who grow into mighty oaks’. There is a tangible understanding that for each to grow and flourish, everyone’s efforts are required. This deepens relationships. Every ‘acorn’ is vitally important to the school. All are welcomed and equitably celebrated. This culture is underpinned by effective policy and practice that is rooted in the Christian vision. Positive difference is noticed and amplified. Restorative approaches help relationships to be maintained even when things go wrong. All members of the school community describe a deep sense of belonging with roots in the local community. All are known, supported and loved to be their fullest selves. The strength of the school’s community is appreciated by staff at times of challenge.

The school's provision for pupils who can find learning harder expresses the clear use of the phrase 'we' in the vision. The public celebration of diversity and regular safeguarding training for parents exemplify the inclusive core of Grayshott.

Pupils and adults make wide ranging contributions to the life of the school. Responsibility for pupils is customary from classroom to playground. Pupil groups such as prayer champions and school council express the vision's expectation that a positive difference must be made by all. Regular social action is instigated by the school in support of well-known charities and specific local causes such as the harvest collection for the food bank. Activities such as 'write to the world' and letter writing to the local council enable pupils to seek change in society. However this advocacy is not regularly pupil instigated. The school maintains a wide range of local partnerships that help pupils appreciate the community they are part of. The local church enriches the school through its welcoming open doors and regular presence in school. Activities such as the nativity after school club effectively connect the community. This is reinforced by the gifts given to Year 6 leavers each year. Highly valued partnerships with local organisations and companies enhance pupil learning opportunities. In a bespoke expression of the vision, a local company provides the school's broadband connection. Older pupils participate in an innovative work experience programme in a range of settings. Partnerships beyond the UK are being established but are not embedded. The curriculum and specific events such as anti-bullying week and Black history month help pupils understand the importance of justice at school and beyond.

Leaders have used high quality resources to inform the design and balance of the RE curriculum. The subject has a high profile in the school. As a result, pupils are committed to learning in RE. Their work shows an understanding of Christianity as a living global faith and of a range of religions and worldviews. Lessons are a safe space for the discussion of faith, philosophical concepts and human science. Pupils enjoy the discursive approach that demands thought and careful consideration. As a result, they can explain their learning in detail and appreciate the impact of belief on society. Due to the actions of leaders, clear systems such as precise teaching plans are in place. Training means leaders are well-placed to deepen the quality of RE. Expertise is effectively cascaded to teachers. This helps teachers know what needs to be learnt by pupils and to make judgements about progress.

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

Information			
Inspection date	13 November 2023	URN	116290
VC/VA/Academy	Voluntary controlled	Pupils on roll	206
Diocese	Guildford		
MAT/Federation			
Headteacher	Richard Austin		
Chair	Liz Holbird & Lorinda Holbrook		
Inspector	Andy Higgs	No.	2230