



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION

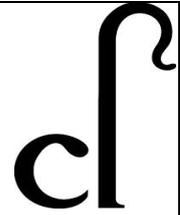


The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Grange Church of England Primary School

Fell Drive, Grange-over-Sands, Cumbria, LA11 7JF



Diocese of Carlisle
Growing Disciples

Previous SIAMS grade: Outstanding

Current SIAMS grade: Outstanding

Diocese:	Carlisle
Local authority:	Cumbria
Date of inspection:	12 March 2015
Date of last inspection:	18 May 2010
School's unique reference number:	112280
Headteacher:	Phillipa Summers
Inspector's name and number:	Anne B. Woodcock (445)

School context

Grange Church of England Primary School serves the community of Grange-over-Sands in the South Lakes. The majority of the 134 full time pupils are of White British heritage and come from mixed socio-economic backgrounds. Nursery provision supports 28 part time pupils. The number of pupils attracting the Pupil Premium grant is lower than average. The school supports a smaller than average number of children with additional needs. There have been significant staff changes over the past three years. The school gained the International School Award in July 2014.

The distinctiveness and effectiveness of Grange Church of England Primary School as a Church of England school are outstanding

- Highly effective Christian leadership of the headteacher and senior leaders inspires and drives all aspects of school improvement.
- Exceptionally strong and purposeful links with the parish church and other local Christian communities contribute significantly to the school's Christian character and to pupils' spiritual development.
- Pupils' outstanding behaviour is clearly attributed to their understanding of the school's core Christian values of love, trust and hope.
- Extremely purposeful global links projects provide pupils with an awareness of diversity and an understanding of how they can 'make a difference' in the world.

Areas to improve

- Extend the opportunities for pupils to regularly plan and lead collective worship

independently.

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

The school's core Christian values of love, hope and trust inform and direct all aspects of school life. Nurturing relationships effectively promote the personal development and well-being of all members of the school family. Staff and parents state that pupils' exemplary behaviour is firmly attributed to their understanding of Christian trust and respect. They support each other, explaining that, 'We all have different personalities but we all get on because everyone is always there for you.' Children are highly motivated, confident and reflective learners. They thoroughly enjoy their learning experiences because, 'Our teachers make learning fun, help you to understand and give you a good education.' Consistently good, often outstanding teaching meets the needs of all pupils. Pupils therefore make very good progress from their starting points and the standards of attainment are high. Those with additional needs are extremely well-supported, enabling all to achieve their potential. Parents recognise that this is a key feature of the school saying, 'Every child is treated as an individual. They address the whole needs of the child, including social and spiritual needs.' Children's spiritual, moral, social and cultural development (SMSC) is outstanding. The focus on global literacy is instrumental in developing children's understanding of diversity and issues such as sustainability and justice. Through working with Fairtrade and the partnership with Sikles School in Nepal, children develop non-stereotyping, informed opinions which help them to understand their place in God's world and the way in which they can influence change. Religious education (RE) makes a very positive contribution to children's spiritual development and to the school's Christian character. Pupils are excited by RE and relish the challenge lessons provide. 'You learn more about God and different religions, so that you know what others believe in and how to show them respect,' explained one Year 5 pupil.

The impact of collective worship on the school community is outstanding

Collective worship is a much valued and integral part of the daily life of the school. Children enjoy their varied worship experiences because they feel included and inspired. 'Worship gives you time to think, learn and follow God's rules and forgive each other,' explained one pupil. Worship themes are extremely well-planned. The content is centred on the Bible, Christian values and festivals, and effective links are also made with the Social Emotional Aspects of Learning (SEAL) curriculum. This provides pupils with repeated opportunities to discuss and challenge their ideas and beliefs. Exceptionally strong links with the parish church and other local Christian communities, such as the Methodist Church, have a significant impact on collective worship. Lay people and clergy from a variety of churches support the planning and delivery of collective worship. As a result, pupils experience a rich range of worship styles. Both the parish and Methodist churches are used for special services at festival times. These are much valued and attended in good numbers by parents and friends. Children talk knowledgeably of the life of Jesus, explaining that they help others because Jesus healed the sick and helped the poor. They are developing an understanding of Christian beliefs in God as Father, Son and Holy Spirit. Prayer and reflection are key features of worship. Children write prayers for use during the day and they know some traditional prayers, such as the Lord's Prayer. Prayer and reflection spaces around the school are used well by the children because they are involved in their design and creation. Children participate actively in worship. They play instruments, read prayers, discuss and respond to questions willingly. They deliver special class-led worship in school and in church. However, the school recognises that pupils have limited opportunities to plan and lead worship regularly and this is an area for development. The evaluation of worship is exceptionally thorough, involving staff, pupils, visitors and governors. As a result, collective worship continues to evolve and improve.

The effectiveness of the leadership and management of the school as a church

school is outstanding

The headteacher and senior leaders have ensured that the school's distinct Christian character is clearly expressed and lived by all members of the school community. They inspire staff to strive continually to improve their practice so that the very best outcomes for pupils can be achieved. This is recognised by parents who say, 'Teachers are always striving to be better, never resting where they are.' Governors carry out their role exceptionally well. They ensure that rigorous self-evaluation is informed by thorough monitoring and evaluation processes which are consistently recorded and subsequently used for school improvement. The mission and values statements have been reviewed, engaging parents, pupils and members of the church and community. Church school issues are prioritised within school improvement planning. The issue from the last inspection has been fully addressed and the impact has been evaluated. The Global Literacy projects which emanated from this issue have contributed significantly to the school's effectiveness. RE and collective worship are very well-managed, leading to effective practice and continual improvement. Governors have secured effective succession planning through the development of senior and middle leadership teams. Highly effective use is made of productive partnerships with the local and wider community. Through the Cartmel Cluster of Church Schools, diocesan support and the South Lakes Rural Partnership, governors and staff have benefited from training and development, the impact of which can be seen in teaching and learning and in the progress of global literacy projects. The school works extremely effectively with the community, participating in a wide range of social and fund raising events such as Prom Art and Age UK projects. Children contribute to the monthly church magazine and their ideas are being sought about the current church re-ordering project. Through such actions, pupils realise that their ideas are valued and that they can make a difference.

SIAMS report March 2015 Grange Church of England Primary School, Grange-over-Sands, Cumbria
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