

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Temple Grafton Church of England Voluntary Controlled Primary School	
Church Bank, Temple Grafton, Warwickshire B49 6NU	
Current SIAMS inspection grade	Good
Diocese	Coventry
Previous SIAMS inspection grade	Good
Local authority	Warwickshire
Name of multi-academy trust	N/A
Date/s of inspection	8 November 2016
Date of last inspection	December 2011
Type of school and unique reference number	VC Primary 125647
Headteacher	Sarah Hendry
Inspector's name and number	David Briggs 683

School context

Temple Grafton Church of England Primary School is a smaller than average rural primary school. The school is growing in size and currently has 110 pupils on roll. The majority of pupils come from within the catchment area. Most pupils are from White British families and the proportion of families eligible for free school meals is below average. The headteacher has been in post since September 2013. The school is part of the Heart of England group of parishes and has close links with the group as a whole and with St Andrew's Church in particular. Forest School was introduced during 2013, supported by the PTA and the Heart of England Forest charity. As a result, all year groups have regular access to outdoor learning.

The distinctiveness and effectiveness of Temple Grafton Primary School as a Church of England school are good

- The highly effective headteacher has established a thriving environment rooted in distinctively Christian values. As a result, relationships between all staff members create a sense of belonging and family.
- The school has successfully embedded a distinctively Christian vision for the school which impacts greatly on all children's wellbeing, resulting in high levels of academic success.
- Effective collective worship enables children and staff to have a sense of belonging. Pupils and staff in this church school speak highly of the impact worship has on their own lives and that of others.

Areas to improve

- All leaders to develop and maintain rigorous and consistent monitoring and evaluation practices in order to help identify what the school does well and what needs to improve as a church school.
- Provide rich cultural experiences for the children so that they have a developed understanding of diversity within the church and other faith communities.

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

Staff speak highly of the Christian ethos created at Temple Grafton, driven by a desire for all to be treated equally. They describe the school as an extended family where every member is important. Staff articulate the school's Christian mission confidently, they demonstrate supportive and caring relationships rooted in the desire for all to have a contribution. Consequently, everyone is made to feel that they genuinely belong to 'Team TG!' Leaders understand clearly the impact that the school's vision is having on attainment and progress, the school is inclusive and supportive of all children. As a result, the progress made by vulnerable groups is very good. The school meets the government floor standards and pupils with special educational needs achieve consistently well. The golden rules established at the school are deeply embedded and support the distinctively Christian values that are a focus each term. At times, some confusion between these two systems means that not everyone is clear on what impact the specific Christian values are having on the day to day lives of the school community. Although the school's interpretation of spirituality is under developed, there are clear signs that the school is striving to make space within its curriculum for the development of this area. The school makes good use of its outdoor spaces, as being a forest school enables children to explore creation and nature at first hand. A child in Year 4 spoke about the similarity between the forest school and church. He said, 'The trees reach into the sky and look like large stained glass windows.' Children are also given time within their lessons to reflect and think, being given big questions to reflect upon. In Year 3 and 4 the children speak confidently about their hopes during a reflection session on remembrance, connecting this with key messages of hope discussed in worship. The provision the school has in place for children's cultural development is less evident. Although children articulate the importance of inclusion they have less of an understanding of different faiths. Planning for diversity is part of the school development plan. Currently, this is not in place. Children at Temple Grafton support one another extremely well. The role of 'managers' given to the children instils a sense of pride and responsibility. Older children support younger children effectively in their learning and there is a sense of everyone knowing each other well. The children understand the importance of staying safe and talk well about tolerating difference. Members of the school confidently believe that bullying rarely happens at the school and behaviour is excellent. A boy in Year 5 said, 'We are all different but we are all equal humans, never judge a book by its cover!' Religious education (RE) is taught well at the school. There is a clearly planned syllabus in place and teachers demonstrate a good level of subject knowledge. As a result, lessons are appropriately matched to children's needs. In Year 1 and 2 children explore the symbols of the cross from around the world. Resources are well prepared and the teacher's questioning is good, enabling children to be suitably challenged. The school is covering some world faiths through RE. For example, Buddhism is taught in Year 5.

The impact of collective worship on the school community is good

Temple Grafton places great value on Christian worship and is proud of the progress made since the last inspection. Reflection is now an important aspect of daily worship. Giving space within worship for contemplation enables all participants to have time to reflect. Not only does this provide time for spiritual reflection, it also enables all to think deeply about the messages they will take away with them. Themes focusing on the school's Christian values, biblical teaching and the church's liturgical calendar enable all members of the community to have an understanding of the importance Jesus Christ has in Christian's lives. Many of the school community are able to articulate with confidence the impact worship has on their day to day lives. From speaking with staff, it is evident how worship gives them a sense of belonging and enjoyment. One member of staff said, 'Worship sets me up for the day!' New routines for worship have been established resulting in the children being more involved, such as the lighting of the candle and presenting the Bible. Symbols and phrases are used well to establish God as being present during worship. The children also experience both Anglican and Methodist traditions. Children experience prayer throughout the school day, and reflection spaces throughout the school enable pupils to engage with prayer. As a result, they write prayers regularly and with purpose. Pupils' understanding of the Trinitarian nature of Christianity has been less developed. Consequently, this now forms part of the school's development plan. Worship is well planned and a clear structure of the themes covered are in place. However, this planning does not always involve pupils and staff in the process. Learners' experience of worship is good and includes the involvement of church leaders from a variety of settings, enabling the children to see Christianity in action from different settings. The school invites parents and visitors to regularly share worship with the children and staff. This impacts greatly on the sense of community at the school. Parents speak highly of the welcoming atmosphere created at the school and the special times that they celebrate together. The school has developing processes in place to evaluate worship. There are some excellent examples of children reflecting on worship through the use of a school reflection display. One child in Year 5 stated, 'Worship helps me to think about how to live my life, we use Jesus as an example to follow.' The ongoing cycle for improvement is part of the school's development plan. Currently this aspect is not in place.

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

Leaders at Temple Grafton are passionate that the children and staff belong to a school community rooted in Christian teachings and values. The highly effective headteacher has a vision and a desire for all school members to succeed in the love of God, regardless of ability or background. Staff promote this vision extremely well. They support each other through good times and bad and are an excellent role model to others. Governors and senior leaders in the school are equally passionate about the school's vision. They are able to clearly articulate the school's Christian distinctiveness and do so with maturity and belief. Strategic decision making is influenced by the school's Christian values. Leaders articulate a sense of Christian duty not only to their own community, but also to be outwardly facing towards other schools in need of help. The school prides itself in high academic attainment and progress and recognises the significant impact the church school is also having on the children's moral and social development. There is some evidence of how leaders evaluate the school as a church school. However, this type of evaluation is not yet fully realised and still needs improvement. Governors identify the importance of having a specific role designated to the evaluation and monitoring of Christian distinctiveness in order for there to be a clearer picture of the improvements needed to bring about change. Foundation governors know this needs to be fed back to all. Currently this does not happen consistently. Areas for development from the last inspection, including increasing the links between the parochial church council (PCC), have been well addressed. The children visit St Andrew's Church regularly and parents speak highly about the relationships between church and school. The statutory requirements for RE and worship are met. This is because the headteacher leads RE well. However, she recognises the importance for another lead professional to develop this subject. The monitoring and evaluation of RE is less well developed resulting in an unclear picture of strengths and weaknesses. Good use is made at times of the diocese, through training and development days for staff in school. Parents hold the staff at Temple Grafton in high regard. They value the efforts made by all staff to include parents in their child's school life. Parents commend the school for its inclusive approach. They make reference to the fact that nothing is ever a problem, as they feel welcomed into the school and that they are part of the team too.

SIAMS report November 2016 Grafton Temple CE VC Primary School, Temple Grafton, Warwickshire, B49 6NU