



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Risley Lower Grammar Church of England Voluntary Controlled Primary School

Derby Road
Risley
DE72 3SU

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 18 June 2015

Date of last inspection: 7 May 2010

School's unique reference number: 112850

Headteacher: Paul Bridgmount

Inspector's name and number: John Horwood 177

School context

This is a smaller than average primary school with 136 pupils. Pupils attend from both the village of Risley and the surrounding villages. Most pupils are from White British backgrounds. The school does not have a hall for collective worship but uses the nearby church three times each week for collective worship. The vicar, the Chair of the Governing Body and the foundation governors have been appointed since the previous inspection.

The distinctiveness and effectiveness of Risley Lower Grammar School as a Church of England school are good

- The Christian values of justice, tolerance, forgiveness, reconciliation and inclusion are fundamental to the work of the school. They are extremely well promoted within the school and have led to excellent relationships and pupils' outstanding behaviour.
- The headteacher provides an excellent role model. All adults provide strong support in using the Christian values of love, care and understanding to ensure the well-being of every pupil within a safe environment where every pupil has an equal opportunity to succeed.
- The effectiveness of the partnerships between the school, the church and the community have developed significantly since the previous inspection. This is leading to the church becoming a natural part of pupils' life with parents recognising and supporting this.
- Religious education and collective worship support pupils' spiritual, moral, social and cultural development well and pupils become mature, sensible and caring.

Areas to improve

- Increase pupils' understanding of the different Christian traditions through including a more extensive range of leaders together with a wider variety of settings for collective worship.
- Use the improving partnerships with the church, parents and the wider community to develop pupils' understanding of local, national and global communities.

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

The school and the pupils are proud of their association with the nearby church. Visiting the church for collective worship has helped them become comfortable and confident with the church community and Anglican traditions. The vicar is known and welcomed into school by the pupils. The action from the previous inspection to consider ways in which the school and local community can be more aware of the school's Anglican foundation have been fully addressed. In addition to improved signage and documentation the increased opportunities for pupils and their families to attend church events have been welcomed by the school community. Parents recognise that the excellent relationships and outstanding behaviour are due to the Christian values promoted in this church school. The Christian character is evident in all parts of the school because all staff are good role models for the pupils who follow their example and subsequently develop excellent personal skills for their future life. The school aims and the Christian values it promotes are displayed at various locations around the school and pupils and staff confidently talk about the values and their importance. The Christian value of inclusion ensures that all pupils have equal opportunities to succeed. Leaders ensure that teaching is consistently good and that pupils who need extra help are given it. An example is the excellent provision provided by teaching assistants through 'positive play'. The strong faith and commitment of the headteacher ensures that pupils develop spirituality throughout the school. Opportunities for both adults and pupils to be able to pray or reflect are readily available. A feature of the school is that every space within the school is used to support pupils' learning and their well-being. Staff and pupils are very adept at re-locating if there is a 'clash' of use for a room. On occasion, the outdoor spaces and the church provide extensions for activities. Religious education is well planned to provide significant support to pupils' spiritual and moral journey. Pupils are confident in expressing their views about Christianity and their spiritual understanding and this is reflected in their work and the well-presented displays around the school. Leaders are aware that the cultural diversity within the school is limited and does not reflect the diversity across Britain. External visitors and school trips are used to compensate for this but leaders are looking at further opportunities to develop greater opportunities to develop pupils' cultural awareness and diversity within the Christian community.

The impact of collective worship on the school community is good

The school makes the best possible use of the available space to deliver collective worship effectively. Without a room suitable for whole school collective worship the classrooms have to be used. Twice a week, each teacher will lead collective worship in his/her own classroom. Three times a week pupils move to the church for collective worship. Pupils have their own altar in the church where the collective worship theme and pupils' prayer requests are displayed – this enables the church congregation on the following Sunday to support pupils' prayers. The collective worship in the church helps make collective worship special as it is the only time all pupils and adults can meet together for prayer. Pupils understand the importance of prayers and write prayers to support the current collective worship theme. Prayer is an important part of the day and pupils say a prayer three times a day – at lunch time, during collective worship and at the end of the day. For Key Stage 2 pupils the final prayer is always the Lords' prayer, which pupils have all learnt, whilst younger pupils end with a shorter prayer of thanks. All this has a strong impact on both pupils' and adults' spiritual understanding. Collective worship is well planned and includes Christian and other religious festivals alongside moral issues and important national days. School records show that every pupil contributes to the Easter and Harvest services because excellent planning enables preparatory work to be built up within the classroom. Pupils understand the importance of Jesus to the Christian faith and biblical material is regularly used to link to the school's Christian values promoted around the school. Pupils' understanding of God as Father, Son and Holy Spirit is a priority of both church and school leaders. It is developed through collective worship in a sensitive and progressive way and pupils already have a good understanding appropriate to their age. The monitoring of collective worship is now strong. Regular discussion takes place between staff as collective worship is a

standard item at staff meetings. Pupils contribute to monitoring the impact through discussion and feedback via the school council. Pupils could describe some past collective worships and why they remember them – they did not talk about visits such as that from the local football club mascot because in their words ‘it was not really collective worship’. Formal monitoring is also carried out by the foundation and other governors. For example, the Chair of the Governing Body and one of the foundation governors arranged with the headteacher to carry out a ‘learning walk’ to ask pupils across the school their views on collective worship and how it helps them. Governors also attend collective worship periodically during the year. The opportunities to have collective worship in a range of settings are limited because of the relative isolation of the school from other places of worship. This also restricts opportunities of getting suitable visitors to come and lead collective worship. Currently most collective worships are led by the headteacher, other school staff, the vicar and the curate. The school’s self-evaluation clearly identifies this as an area they are determined to address in order to help pupils gain a greater understanding of other faiths and of diversity within Christianity as a world-wide faith. This is also why the impact of collective worship is good rather than outstanding. Parents who were spoken to during the inspection praised the way both religious education and collective worship are managed in the school and the way they both help their children develop. They also appreciate the improved partnership with the church community.

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

Outstanding leadership and management is the key to this school’s continuing success as a church school. However, the impact of this is currently only good because, with the exception of the outstanding impact on the Christian character of the school, improvements are in place but not embedded. For example, the issue from the previous inspection to develop the monitoring and evaluation roles of the governing body has made good progress but is not yet impacting on outcomes. The current governing body is now effective in these roles but monitoring systems are too new to be embedded in school life. The headteacher has a strong faith and makes every effort to support the school community through the successful promotion of Christian values. Fairness and inclusion are very high priority and have led to excellent relationships within the school and have led to all staff supporting the school’s vision to provide the best for every child. There is now an excellent partnership between the school and the church. This includes dedicated and active foundation governors who are relatively new to post and still enthusiastically developing their skills. The vicar leads the support by being a governor, regularly leading collective worship and welcoming pupils and their families into the church. He has successfully worked with the headteacher to develop a mutually beneficial partnership where not only pupils attend Sunday services but a growing number of younger families attend. The shared Christian values and the partnerships with stakeholders have ensured total harmony throughout the school supporting staff morale and pupils’ excellent behaviour. Leaders, governors, adults and pupils work as a large united family. This is reflected in the school’s self-evaluation which proved to be very accurate and demonstrates that the school knows its strengths and what needs to improve for the benefit of pupils. Leaders make full use of the support available from the diocese to provide training and other opportunities for staff. Leaders of collective worship and religious education are supported well by the headteacher and are enabled to attend the appropriate training courses to keep their skills up to date. Teachers are given good opportunities to develop their teaching and/or leadership skills to take on more responsibilities and provide skilful support in a more senior role within this church school. The impact of this was exemplified a few years ago when a previous deputy headteacher was able to take on the role of headteacher in another church school.

SIAMS report June 2015 Risley Lower Grammar School Church of England Voluntary Controlled Primary School, Risley Derbyshire DE72 2SU