

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grayswood Church of England Primary School

Vision

‘Love one another as I have loved you’ (John 15:12)

Everybody at Grayswood Church of England Primary School is nurtured and loved as a unique child of God. Growing together through perseverance and teamwork, we learn to love and forgive with kindness and respect. As we flourish, we embrace the future with hope, confidence and positivity.

Grayswood Church of England School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision drives the passionate commitment of staff to treat each pupil as a unique gift from God. This is central to the fabric of this school and underpins the deeply personalised provision that enables them to succeed.
- The commandment of Jesus to ‘love one another’ is at the heart of this school. It is the foundation of a culture of kindness where pupils, staff and parents are cared for with dignity, hope and respect.
- The Christian vision is shaped by leaders’ deep knowledge and compassion for the community that they serve. This inspires an aspirational culture which is embraced by pupils and adults.
- Leaders, including governors, are relentless in their commitment to fulfilling this Christian vision. They evaluate the impact of their actions with rigour. This feeds a vibrant culture of ongoing improvement that enables pupils and adults to thrive.
- The curriculum is firmly rooted in the Christian vision. In its innovative and creative approach, it fosters a spiritual flourishing in pupils that equips them for life in the wider world.

Development Points

- Deepen the analysis of information generated by the assessment of religious education (RE). This is to evaluate the impact of ongoing curriculum development so that the progress of all learners is maximised.



Inspection Findings

Vision and Leadership

The Christian vision is thoughtfully woven into the fabric of this loving school. Leaders use it to shape the actions they plan and the relationships they model. This vision is particularly effective because it is founded on their wise and compassionate understanding of the community they serve. Clearly defined values, based on Jesus' command to love one another, guide the way that the vision is lived out. These are applied consistently throughout school life. Leaders, staff, families and pupils understand and own the vision. They speak openly of how they apply their school values to daily life. In doing so, respectful and kind relationships grow, resulting in the strong sense of togetherness that is so evident in this school. Leaders are rigorous in measuring the effectiveness of this vision. They plan with intent and listen to the voice of the school community when analysing the impact. Consequently, new initiatives are efficient, relevant and effective. This creates a loving school family with a meaningful sense of shared purpose that works in unity.

Vision and Curriculum

The Christian vision is deeply embedded in the school's curriculum. The values in this vision underpin the approaches teachers use and shape the way adults and pupils relate to each other. They are used strongly as reference points throughout the learning journey. Adults hold high aspirations for all and success is celebrated in line with personal potential. The vision's commitment to the uniqueness of each pupil ensures that learners are offered the personalised support they need to thrive. The exploration of spirituality is built into the school's approach to learning. Forest school inspires a sense of wonder and reflection that embraces the awe of creation and the natural world. Teachers have developed their use of questioning to offer rich opportunities for discussion. This encourages pupils to look outwards, reflect on what they see and respond in a way that shows love to others. The innovative use of class spiritual journals enables both pupils and adults to recognise and celebrate moments of significance. These feed a shared understanding of spirituality that develops continuously. This enables pupils to express the impact of such 'spiritual experiences' on their lives. As a result, pupils and adults flourish together as learners.

Worship and Spirituality

Pupils and adults cherish coming together to worship as a community. They enjoy addressing diverse issues within the context of worship by applying the school values to what they learn and experience. For example, an ongoing focus on mankind's impact on the environment has led to a fuller appreciation of God's creation and how pupils can care for it. Worship is an active time where pupils listen, respond and share their ideas with each other. They feel included and know their questions are welcomed. Alongside this approach, quiet reflection and shared prayer are important elements in both worship and daily classroom life. The partnership with the local church is highly valued. The bond between the school and church communities is well developed by shared projects such as the regular prayer spaces. Pupils celebrate the spiritual value of their regular services in the church. As a result of the rich provision, they show a growing spiritual maturity that is key to their flourishing.

Vision and School Culture

Inspired by the Christian vision, 'loving one another' is the foundation of relationships. It underpins the commitment to celebrating the uniqueness of each individual. As a result, adults and pupils are nurtured. They recognise that they are loved and known and this inspires them to serve one another. The behaviour policy teaches pupils to resolve conflict using the school's values of love, forgiveness, kindness and respect. This empowers them to behave well. Governors actively promote the welfare of leaders and staff. The robust mental health policy prioritises resources so that support is readily offered to those facing challenge. Effective home-school links are embedded and skilled staff ensure that the wellbeing of pupils, including those facing disadvantage or needing additional support, is promoted. Pupils show kindness and care for one another. For instance, the wellbeing ambassadors set up a drop-in club for those who find playtimes challenging. Hope and



positivity are threads that run through this school. As a result, it has a deeply embedded culture where pupils are included and treated well.

Vision, Justice and Responsibility

The Christian vision empowers pupils to embrace the future with hope, confidence and positivity. Whilst leaders ensure that school is a secure place for pupils, they recognise the need to look beyond. As a result, the curriculum broadens horizons by actively teaching pupils about those living in different circumstances. Topics such as deforestation, challenge the pupils in their thinking. Rooted in the values of the school vision, they respond with passion. An important aim of learning focusses on developing pupils as agents of change in school and in the wider world. The way pupils embrace this heightens their understanding of justice. Their learning leads them to reflect and apply their sense of responsibility to action. For example, following the Harvest appeal, the school council sought a wider understanding of how the local food bank operated. This led to them serving alongside volunteers, helping to address the challenges faced by others. Projects such as this show pupils that their ideas are listened to and supported. Consequently, they are inspired to find ways to impact positively on the world around them.

Religious Education

RE has a high priority in this school. It is led effectively and leaders continuously seek to develop and improve the provision. In partnership with the diocese, a rich and varied curriculum has been established. A balance of faiths and worldviews is matched by a meaningful exploration of the Christian faith. Inquiry questions such as 'How do people try to make the world a fairer place?' challenge the thinking of pupils. Pupils value how RE helps them to see the world 'in a different light.' The curriculum supports them to approach learning by focussing on their understanding about the themes of God, community and identity. This contributes to the spiritual development of pupils as they recognise the diversity of life beyond themselves. As a result, pupils enjoy RE and value learning about the wider world and their relationship with it.

RE is taught effectively. Close monitoring and supportive professional development for teachers has led to an innovative provision. Teachers use questions skilfully to deepen reflection. A strong emphasis on discussion ensures that pupils listen and are listened to. This enables them to challenge their own understanding and embrace the ideas of others. Class RE books capture the shared learning journey of the class and support pupils as they reflect and respond. Ambitious leaders use information from assessments to plan improvement in RE. However, further and wider analysis to evaluate the most recent curriculum innovations is needed. This is to ensure that the intended benefits of these changes are maximised, further enriching pupils' knowledge and understanding. Leaders, including governors, use their evaluation conscientiously and with intent. Through this they have developed a strong provision that enables learners to progress well.

Information

Address	1 Lower Road, Grayswood, Surrey GU27 2DR		
Date	10 June 2026	URN	125245
Type of school	Voluntary aided	No. of pupils	201
Diocese	Guildford		
Headteacher	Hannah Cole		
Chair of Governors	Jackie Holmes		
Inspector	Trevor Cristin		