

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bisley Church of England Primary School

Address	Hawthorn Way, Bisley, Woking, Surrey GU24 9DF		
Date of inspection	11 June 2019	Status of school	Voluntary Aided
Diocese	Guildford	URN	125153

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Bisley is a primary school with 310 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages but has increased significantly over the last year. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The current headteacher was appointed after the previous denominational inspection.

The school's Christian vision

Bisley is a fully inclusive, honest and caring school underpinned by the strong Christian message, 'Through God all things are possible'. (Matthew 19:26).

Key findings

- The school's Christian vision and associated values of hope, respect, courage and love are embedded in the school. They provide a strong framework within which all pupils and adults flourish.
- Pupils are challenged and supported in this caring and nurturing Christian environment which has led to improved attainment and progress for most pupils.
- The teaching of RE is good. This has led to high quality outcomes from pupils who have gained a good theological understanding and strong religious literacy regardless of their own faith background.
- Partnerships with parents, Church, diocese and the local community are effective in supporting and developing the school and pupils' experiences.
- The headteacher and the leadership of the school is good and demonstrates how the school's vision influences and shapes the work of the school and the pupils it serves.

Areas for development

- Ensure that disadvantaged and other vulnerable pupils achieve at least as well as the national average for similar pupils to fulfil 'Everyone Successful Everyday'.
- Enable pupils to actively plan, lead and participate in acts of worship so that they can experience a greater range of relevant styles.
- Improve the opportunities for pupils to experience Anglican worship in the parish church so that they develop a greater understanding of the ways in which Christians worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Bisley's distinctively Christian vision based upon Matthew 19:26 'Through God all things are possible' is positively embedded in the school. This vision is clearly supported by the school's strapline of 'Everyone Successful Everyday' and the values of hope, respect, courage and love. The headteacher and her leadership team demonstrate a passion for the success and well-being of pupils at Bisley. The vision and values are central to leaders' decision-making as they seek to ensure that every pupil is successful. Pupils understand the vision and the four core values and are very clear about how they help them in their academic work and in their wider school experiences. The vision and values are integral to the curriculum and enable most pupils to flourish both academically and spiritually. During the last two years pupil attainment and progress have improved so that they are at least in line with the national average. Historically, pupils considered to be disadvantaged have not been as successful as their peers but there is evidence that this is improving. The governing body are highly effective providing a healthy balance of support and challenge to ensure that the school lives its vision. Their focus on improving the provision for disadvantaged children to fulfil 'Everyone Successful Everyday' is proving effective. They have a robust and continuous self-evaluation process, reporting on an agreed range of issues linked to the school's vision to bring about rapid improvement. The school has appropriately addressed the issues from the previous denominational inspection report.

Pupils' character development is good. The school values support their moral and social development effectively. Behaviour is good throughout the school. Any issues are dealt with quickly and the responses are shaped by the school's vision and values. Pupils are given appropriate responsibility to encourage them to care for and nurture others. The 'Learning Beyond the Classroom' enables pupils to make choices about their own learning and to collaborate with children from across the school. The Pupil Parliament is one example of where they represent and support each other and, to some extent, become advocates for their peers. Pupils have a strong sense of equality and challenge social injustice which they show through their interactions with each other and with adults in school. Pupils are involved in a range of charitable events locally supporting such initiatives as 'Teas on the Rec' and visiting a local residential home. Each year at harvest they support a local charity. Pupils understand that these initiatives come from the school's values of showing love to others, giving people hope and showing them respect. However, there are few opportunities for pupils to be courageous advocates for change in their local community and beyond. The pupils' understanding of cultural diversity is supported by visits to local places of worship where they learn how people from a range of other faiths worship in a multi-cultural society.

The relationships in school are very good. Pupils and adults respect each other showing their care and concern for each other's well-being. Pupils understand how the school's values enable them to live together in a harmonious community. They show their respect by listening to each other and valuing other's views regardless of gender, culture or religion. The school takes well-being very seriously both for pupils and adults and encourages good mental health for the whole school community. An example of very positive practice is the pastoral team now includes a mental health first aider to support pupils, their families and the adults who work in the school. Parents and carers value the support they receive from the school to enable their children to be happy, successful and develop into well-rounded individuals.

Collective worship is central to school life in Bisley. Pupils experience a range of worship styles and groups which enables them to participate in ways which supports their good spiritual development. Whole school worship is led by adults from the school with the rector of St John the Baptist leading worship on a regular basis. The Open the Book team leads worship once a week which pupils value saying, 'it brings the Bible to life'. Class worship is a regular feature of the school's programme where pupils experience a small group setting. Worship is well-planned and explicitly reinforces the school's vision and values. It broadens pupils' understanding of Bible stories, major Christian festivals and festivals from other major faiths. The parish team are very involved in worship at the school both leading and providing advice and support. Currently the school does not worship in the church of St John the Baptist so pupils do not experience the Anglican tradition in their local church. The school holds 'Pause Days' where pupils have the opportunity to reflect and take time to think in a distinctively Christian setting. There are places around the school where pupils can reflect in either specific 'reflection corners' or prayer spaces. Pupils were keen to point out that they knew quiet places where they could just be quiet and reflect. The school's recent Bisley Blessings provided a further insight into another way that Christians worship. Pupils write their own prayers

and share these through class or whole school worship. Pupils have little opportunity to plan, lead or actively influence worship in the school. The school meets the statutory requirements for collective worship.

The curriculum for RE is well-planned and well-embedded as a core subject. Pupils are developing good skills in theological enquiry and have a clear understanding of the major faiths. RE is led effectively, teachers being supported by both the subject leader and the rector. The school also utilises the support of Guildford Diocesan advisors appropriately. The school follows the Guildford Diocesan Guidelines and meets the statutory requirements, reflecting well the Church of England statement of Entitlement for RE.



The effectiveness of RE is Good

The teaching of RE is good, enabling all pupils to flourish. Monitoring is effective and leaders, together with governors, have an accurate picture of the quality and standards being achieved. Pupils enjoy RE and, in particular, relish the challenge provided by high order thinking (HOT) questions such as, 'Do we need to be in church to be close to God?' They experience a range of relevant teaching styles which include research, drama, story-telling and interactive technology. The quality of recorded RE is at least in line with expectations of the Guildford Diocesan scheme. Teachers' marking challenges and supports individual pupils. Work is matched to pupils' abilities and assessment, although in a developmental stage, is effective.

Headteacher

Clare McConnell

Inspector's name and number

Dr Peter Simpson 192