



National Society Statutory Inspection of Anglican and Methodist Schools Report

Clandon Church of England Voluntary Aided Infant School

The Street,
West Clandon,
Surrey GU4 7ST

Previous SIAS grade: Satisfactory

Current SIAMS grade: Good

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 23 September 2015

Date of last inspection: 18 January 2012

School's unique reference number: 125199

Headteacher: Judith Saunderson

Inspector's name and number: Andrew Rickett 201

School context

Clandon is a smaller than average size one form entry infant school with 42 pupils on roll. The number of pupils with learning difficulties and/or disabilities is below the national average as are the numbers entitled to receive the pupil premium. The majority are of a white British heritage with varied socio-economic backgrounds. Attendance is above national averages.

The distinctiveness and effectiveness of Clandon as a Church of England school are good

- Pupils have a clear understanding of what makes Clandon distinctive as a church school.
- Acts of worship make a valuable contribution to the pupils' developing understanding of prayer and the nature of the Trinity.
- Leaders and managers have a very clear grasp of how to continue to take the school forward as a church school.

Areas to improve

- Ensure that a core set of Christian values are embedded across all aspects of school life so that they make a significant impact on the learning and wellbeing of pupils.
- Develop themes in collective worship so that they empower pupils to take actions that makes a difference to the lives of the school community and further afield.
- Develop the role and skills of leaders and managers to effectively monitor and evaluate the impact of the Christian ethos and identify further areas for improvement.

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

The school's Christian ethos has developed since the previous inspection. There is a greater understanding of the contribution that Christian values make to a distinctive Christian interpretation of the ethos and how they impact on pupils' learning and personal development. Pupils have a good understanding of values such as respect and forgiveness and are acquiring an appreciation of virtues such as reverence. The school has still to decide a specific set of core values and use them as a means through which the overall Christian ethos can have greater impact. However, good progress has been made and there is greater clarity to the school's vision and aims as a church school. Pupils, for example, are clear that Christian teaching and prayer are important aspects of being a church school and explain how this helps them in their everyday lives. Relationships across the school are strong. Pupils engage well in their learning and are confident to express their opinions and keen to do well. The high quality of care for their wellbeing from adults contributes well to the classroom environment. This positive approach to work and learning is reflected in the pupil's academic success which has been improving over the last three years and is now at least in line with national expectations. The curriculum provides well for the pupil's social, moral, spiritual and cultural (SMSC) development and religious education (RE) makes an important contribution to this. Pupils are developing an awareness of other faiths and cultures and an appreciation that people from all backgrounds should be valued and treated with respect.

The impact of collective worship on the school community is good

Collective worship is an important part of the life of the school and is regarded by pupils and adults as a main expression of the school's Christian ethos. Acts of worship are distinctively Christian in character with themes rooted in Bible teaching and prayer. Pupils learn from an early age that worship is a special time and has distinct elements that make it so. Pupils respond well in worship. They willingly answer questions and offer their views and opinions. They are acquiring a good knowledge of Bible stories and beginning to formulate their own understanding of God as Father and Creator and Jesus as His Son. Some children are able to offer their views on the nature of the Holy Spirit. For example, pupils talk of 'God as being bigger than Jesus because God is the Father' while the Holy Spirit 'isn't really like a ghost because He is good and a ghost is scary'. Pupils have a good understanding that prayer can be used to say thank you for the good things we are given. They are less sure about other types of prayer to ask for help or forgiveness. Acts of worship begin with specific words of liturgy and the lighting of a candle which helps to create an atmosphere of calm and reflection. Pupils respond with an appropriate reverence when they pray and show a willingness to engage in opportunities to reflect on worship themes. Opportunities for pupils to identify how they can take action to respond practically to worship messages have not been fully developed. Planning for collective worship has improved. Values such as respect give worship themes greater cohesiveness. There have been some opportunities for pupils to feedback their views on acts of worship but a regular system of monitoring and evaluation of its impact has yet to be fully implemented.

The effectiveness of religious education is satisfactory

The quality of RE has improved since the previous inspection because leadership of the subject has accurately identified areas that have been effectively developed and have made a positive difference to teaching and learning. Standards in RE have risen and are now comparable with other core subjects, with pupils' attainment at least in line with national expectations at the end of Year 2. A greater number are achieving higher levels. Regular assessments indicate that pupils make good progress in both their knowledge and understanding of RE. Teaching across the school is effective with well-planned lessons that engage pupils and lead to successful learning outcomes. Religious education is not yet good because more needs to be done to ensure greater consistency in the enquiry based approach to teaching and learning, particularly with regard to the recent introduction of the new diocesan units that supplement the RE syllabus and the greater challenge that they make. The RE leader has a very good understanding of the expectations of these units and is clear about the actions needed to continue to further develop the subject. Pupils respond enthusiastically in RE lessons and are eager to share their thoughts and ideas. They speak about faith and belief with confidence and listen with respect to the views of others. They are developing the skills to enquire and ask questions to extend their understanding and are gradually acquiring a vocabulary to enable them to explore concepts at a deeper level. Religious education makes a good contribution to the pupils' spiritual and moral development through connections between Christian teachings, learning about other faiths and their own lives. Religious education is more firmly established as a core subject in the whole curriculum and many developments have taken place since the last inspection to improve the subject. These have yet to be fully embedded with potential for further growth.

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

The school has made good progress since the last inspection in developing a clearer understanding of what it means to be a church school. A more explicit Christian vision is effectively articulated by staff and governors and is increasingly becoming important to the lives of pupils and parents in the school community. Key members of the school community, led by the headteacher, vicar and RE leader, have ensured that any developments in building a stronger Christian ethos have meaning and purpose for pupils and adults alike. Since September 2014, ongoing consultation has identified twelve Christian values from which a small core set is being chosen. This process has yet to be completed but the headteacher, together with senior leaders and managers, have a very good grasp of what still needs to be done to build on the existing secure Christian character of the school. Leaders and managers have a good understanding of the strengths and areas for improvement as a church school and self-evaluation is accurate. As yet, there is little formal evidence of the impact of new initiatives or regular evaluation of focused monitoring. The headteacher is fully supported by her staff and governors in further developing the impact of the Christian ethos and together they have a good capacity to continue to take the school forward. The school has a mutually beneficial relationship with the local church and the vicar is an integral part of the life of the school. The school has benefitted from good support from the diocese to help them identify areas to improve as well as raise the quality of RE. Parents say that the school helps their children to develop an understanding of faith and belief and that it does so in an inclusive way. The school meets the statutory requirements for RE and collective worship.

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