

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Puttenham Church of England School			
Address	School Lane, Puttenham, Guildford, Surrey, GU3 1AS		
Date of inspection	26 June 2019	Status of school	Voluntary Aided Infant School
Diocese / Methodist District	Guildford	URN	125195

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Puttenham is an infant school with 107 pupils on roll. The majority of the children are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. There have been a significant number of staff changes, including the headteacher since the previous SIAMS inspection. The school is located in a rural village and is part of the Farnham Confederation of Schools.

The school's Christian vision

We provide a caring and inclusive community. Everyone in our village school and Parish is an important and respected member of God's family. Under St John the Baptist's guidance we live out our Christian values of love, hope, resilience, respect and wisdom to flourish as individuals and be the very best we can be. John 10:10

Key findings

- Driven by excellent leadership at all levels the biblically underpinned Christian vision and values have a significant impact on all aspects of school life, enabling all pupils and adults to thrive. However, how the vision informs practice is not explicit in all key policies.
- Governors are very effective at supporting and challenging all aspects of school development. This is evident in the exceptional Christian distinctiveness and excellent pupil outcomes.
- Collective worship links deeply to the school vision and values, which then feeds into rich opportunities for reflection and prayer, that organically permeates throughout the school day. This gives pupils and adults very extensive opportunities to reflect and grow spiritually.
- Religious education teaching is excellent, inclusive, engaging and creative. This results in high pupil outcomes. It contributes very significantly to the social, moral, spiritual and cultural development of pupils.
- Anchored by the school vision, the very strong partnerships between the school, the local parish and the village contribute to a special sense of community in Puttenham.

Areas for development

- Ensure that all key policies consistently include how the vision informs practice, so that its significance is explicit in relation to expectations and outcomes.
- Introduce a mutually beneficial global partnership with a Christian school or community. This will enable pupils to have a greater understanding of Christianity as a worldwide religion.

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

The school's distinctively Christian vision, based upon Jesus' teaching of 'life in all its fullness', is pivotal for all aspects of school life. It is consistently modelled by the staff and is securely understood by the school community. The school is very effective in recognising and developing the unique gifts and qualities of pupils and adults. Therefore the vision has a significant impact upon pupils and adults. It is widely acknowledged that the school's vision is specific to its local context and as a result the school is exceptional in embracing the local community. All policies make reference the school vision and, in the vast majority of policies, it is clear how it explicitly informs practice. Leaders and governors are rigorous and highly effective in their on-going review of the school and have been swift to action areas where a specific focus was needed. As a result, the areas for development in the previous inspection have been addressed, standards remain exceptionally high and there is significant action in relation to future developments.

In line with the school's vision for all to flourish, senior leaders are passionate that the best possible learning opportunities are provided for all pupils. The emphasis placed on providing appropriate support regarding mental health and wellbeing is highly effective. The 'growth mindset' approach is used to encourage perseverance and this is securely linked to the school value of resilience. Each subject and all topic areas are thoroughly theologically underpinned and reflect the vision. Therefore, the impact of the vision extends seamlessly across the curriculum. Pupil outcomes are outstanding for the vast majority of pupils. All pupil groups make good progress due to high quality teaching and a broad, creative and highly engaging curriculum. Staff know each pupil exceptionally well and optimise the learning activities and level of challenge for each child. RE is given an extremely high priority in the curriculum. As a result the RE provision is excellent and reflects the Church of England's statement of entitlement. Members of staff are supported in teaching RE by three experienced RE leaders and linking with a number of Church schools provides opportunities to moderate work and to share best practice. The school's strong commitment to spiritual development is evident in having a designated prayer and spirituality co-ordinator. The impact is clear in the exceptional scope and depth of transformational opportunities for spiritual development, all linked to the school's vision, values and themes for collective worship. This includes adult and pupil participation in the reflection areas, regular opportunities for 'awe and wonder moments', 'pause days' and the use of 'big question books'. The deep questions that children raise then inform discussions in RE, collective worship and question times with the rector.

Pupils of all ages share with great enthusiasm how the school vision and values gives them confidence in their learning, spiritual development and behaviour. As a result, pupil aspirations are raised, they are positive and motivated to be the very best that they can be across all areas of the curriculum and in their relationships with others. They understand the importance of respect and that this involves them listening and respecting the views and beliefs of others, whose viewpoint may be different to theirs. Therefore, behaviour is generally excellent. When there are disagreements, members of staff are highly effective in helping pupils through the process of saying sorry and forgiving the other person, so that they can move on together as friends.

Centred on the importance the school vision gives to caring for others, pupils are exceptionally keen to make a difference as courageous advocates for their community and beyond. This has included several pupils independently writing to prominent people to speak out regarding a number of important issues. In addition, pupils have initiated and led significant initiatives and have raised exceptional support from school families and the local village. As a result, pupils gain a secure understanding of inequality and injustice, particularly in their community. However, the school has no global partnerships, so pupil involvement internationally is limited to supporting an international Christian charity.

The practical impact of the vision can also be seen in the school's strong relationship with families. Parents are highly supportive of the school's vision and ethos and say that their children flourish at the school. Parents feel welcome at the school and value the approachability and exemplary care of the headteacher and staff.

The school has pro-active and mutually beneficial links with the parish church and the village, for example adults and pupils plan Big Fish services together. In addition, the school has active links with the Diocese. As part of the

Farnham Confederation and networking with a range of local schools, enrichment and extra curricular opportunities are maximised for all pupils. Adults are also supported to reach their God-given potential, with training being given a high priority; including participation in Diocesan led training. This has enabled all staff and governors to learn and grow in their roles, knowledge of RE and understanding of an effective Church school.

The importance the school vision places on community and being part of God’s family is evident in the whole school community coming together for collective worship. Pupils and adults value the highly interactive and creative opportunities that collective worship provides for daily reflection, when Bible stories are linked to the school vision, values and examples from everyday life. Pupils begin to learn about the Trinity and the Eucharist, through the story of the Last Supper and Baptism, in collective worship and RE. They also learn about a significant number of Christian festivals. The school community benefits from a range of styles of Anglican worship, led by the headteacher, staff, pupils, rector and weekly visits by the ‘Open the Book’ team. The latter has broadened the approaches to worship and is extremely popular with pupils and staff. It has strengthened their knowledge of Bible stories and makes an exceptional contribution to the sense of community between the parish churches and the school. Parents value regular opportunities to join the school for class led collective worship and church services. School families and staff have significant involvement in church activities and services. The school meets the statutory requirement for collective worship.

RE is taught using the Diocese of Guildford guidelines and pupils encounter several world religions and worldviews. They are inspired to be curious and ask deep questions relating to the significance of their beliefs and those of others. Planning is extremely thorough, resulting in activities that are very effectively adapted for different pupil abilities and mixed age teaching. This ensures an excellent level of inclusion and pupil engagement across all year groups. Through feedback, pupils understand their progress and next steps. RE assessment has been developed further since the previous denominational inspection and is very securely embedded.



The effectiveness of RE is Excellent

RE fully expresses the school vision in relation to all pupils flourishing, being the best that they can be and loving and caring for others. Monitoring of teaching and learning is undertaken by the RE leaders and the rector. Teaching is judged to be at least good with a high proportion identified as excellent. Outcomes in RE are of a high standard, with all pupil groups achieving in line with, and often above, age related expectations. Pupil progress is reported to governors each term so they have an excellent knowledge of pupil attainment.

Headteacher	Anna De Filippis
Inspector’s name and number	Gillian Bradnam 935