

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Send Church of England School				
Address	Send Barns Lane, Send, Woking, Surrey, GU23 7BS			
Date of inspection	01 May 2019	Status of school	Voluntary Aided Primary	
Diocese	Guildford	URN	125218	

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

School context
<p>Send Church of England School is a primary school with 432 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. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Send opened in its new buildings in 2017 following the merger of two previous schools. The executive headteacher has been in post since 2015.</p>
The school's Christian vision
<p>We believe that God's love is at the heart of our school. Christian values underpin all that we do, giving us all the strength and determination to make our school a safe, happy and inspirational place to learn. We believe that childhood matters: it is short, precious and cannot be repeated. We are fully committed to ensuring that every child reaches their full potential, develops a love of learning and becomes a resilient, curious and independent member of society.</p>
Key findings
<ul style="list-style-type: none"> • Strong leadership creates and nurtures a sense of unity at Send by living out a Christian vision within all relationships. However, systems in place for governors to monitor the impact of this vision is under-developed. • Innovative and inspiring religious education (RE) enables pupils to flourish, because it offers a safe space to explore a wide range of religions and worldviews to a high standard. • The spiritual needs of pupils and adults are effectively met through a common understanding of spiritual development and rich experiences within the school's curriculum. There are however some missed opportunities for pupils to consider the Christian concept of the Trinity, that is God as Father, Son and Holy Spirit. • Provision for pupils' and adults' mental health and wellbeing are given a high priority. This has a tangible and positive impact on the welfare of all. • The local church communities have mutually beneficial relationships with Send. Parish clergy support the school exceptionally well.
Areas for development
<ul style="list-style-type: none"> • Develop robust systems for all governors to better evaluate the vision in order to effectively monitor and enhance the Christian distinctiveness of the school as a church school. • Develop an age appropriate appreciation of the Christian belief in the trinitarian nature of God, as well as the language associated with this, thus enhancing pupils' appreciation of this central Christian concept.

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 executive headteacher has established a highly effective leadership team whose actions have led to rapid improvements as a church school. Leadership offers nurture to teachers and a strong sense of team work permeates Send. As a result, the school's Christian vision and supporting values are woven throughout the life of this exciting and successful school. A pupil said, 'values are the glue that hold us together'. God's love is the driving force for decision making. The creation of Send as one school was because of the whole community working in partnership to provide the best solution for the pupils and adults it serves. Local Anglican clergy show high levels of commitment in supporting the school's vision of unifying the school community. The Christian vision is tangible in how members of the community live out their shared values. Highly effective relationships are used to provide rapid progress for all pupils both academically and socially. Vulnerable pupils are treated as individuals and flourish within this distinctively Christian school. Whilst school leaders thoroughly monitor the impact of their vision and values, governors are not systematic in their approach to evaluating the Christian vision. As a result, governors do not have a robust knowledge of the school's Christian distinctiveness.

Send's Curriculum is enhanced by regular experiences such as faith weeks, when the whole school share a focus connecting curricular subjects with the school's Christian vision. As a result, pupils articulate the vision and supporting values effectively. The rich curriculum meets the needs of all pupils well. The most vulnerable and those with additional needs are effectively supported on their journey because of leaders' drive to support and challenge every pupil as a child of God. Pupils achieve highly at Send and make good progress from their starting points. Spiritual development is fundamental to the school's success. Parents report that, 'The awesome spiritual literacy given has a long-term impact on children's mental health'. Prayer spaces and peaceful places are safe areas for pupils to take time out. As one pupil said, 'I can chill out knowing I am cared for. This helps me calm down'. Meditation is successfully used to facilitate reflection and prayer time on themes linked to worship. Parents report the benefits as pupils ask for meditation music at bedtimes. The school's vision encourages good mental health for pupils and adults. Two school dogs and class pets have a positive impact on the school's approach to enhancing the wellbeing of everyone. Adults and pupils confidently express their views and feel trusted by leaders to take risks and try new ideas. As a result, the school has successfully obtained several awards, such as the National SMSC Quality Mark, in recognition of the positive impact the vision has had.

Pupils' behaviour is excellent, which is modelled by the staff's high expectations. Pupils report that bullying is rare and peer mediators are trained to support reconciliation at break times. Pupils love coming to school. As a result, their attendance is high. Send has a tangible culture of compassion and care for one another. Pupils select charities to support. As a result, pupils have a good knowledge of worldwide social justice issues and want to challenge injustice in society. Personal Social Health Education (PSHE) lessons give pupils experiences to work collaboratively to live out their values in learning about difference and celebrating each other's uniqueness. For example, Muslim pupils confidently prepare a presentation about Ramadan, knowing that their peers will respect this and want to learn from them. Leaders ensure that every opportunity is taken to facilitate pupils' character and moral development. As a result, pupils call for groups to be established. The eco committee and school ambassadors enthuse about changes they have made. Pupils talk passionately about caring for God's creation, 'God made this planet full of potential for us. We must care for his world'. International projects enable pupils to learn about other cultures and make tangible links between faiths and cultures globally. Lessons weave Christianity as a global faith throughout the curriculum and not as standalone units in exemplary ways. In the local community pupils are delighted to help run a regular coffee morning at the parish church and regularly visit care homes to sing and speak to residence.

Parents recognise the care leaders take in ensuring that dignity and respect are paramount in school life. Relationships and sex education is thoughtfully provided and teaches pupils to cherish themselves as unique. Pupils are aware of differences they may have, but these are celebrated and treated with dignity. Pupils speak about there being, 'no difference, whatever your background is'. Adults feel nurtured in similar ways. Staff say how leaders, 'induct us really skilfully to clearly understand the vision'. Embracing the vision is paramount to leadership, 'we appoint for attitude and train for skills'. Effective training supports staff to work in a Church school.

Collective worship effectively invites the school community to share in the vision. Pupils say that assemblies are, 'always inspiring and make us think'. Anglican clergy are involved in supporting planning with school leaders and themes ensure that spiritual development is facilitated. Clergy from several denominations offer pupils and adults rich experiences of different styles of worship. The Faith Council evaluate worship and help staff to plan and lead it regularly. Governors do not systematically monitor the impact of worship which means monitoring is more anecdotal. Pupils encounter a range of Bible stories in worship from which they learn key messages. The teachings of Jesus are central, and pupils explore the relevance of his teaching in today's world. Anglican traditions and the Church's calendar are followed. Pupils have limited understanding of the trinitarian nature of Christianity. As a result, they do not use language associated with the Holy Trinity.

The RE leader is exceptionally gifted in enabling pupils and adults to flourish. Provision is rich, exceeding the recommendations of the Statement of Entitlement. Coaching for staff, upskills teachers' confidence. An approach to addressing key Christian concepts creatively is outlined in a resource called Understanding Christianity which is effectively used. This results in pupils having exceptionally deep levels of understanding about theological concepts covered. RE successfully provides every pupil an insight into Christianity and other faiths by focusing on religious groups in Britain, as well as globally. Pupils say how RE inspires them to think differently, 'We learn and question ideas about religions, so we can better understand people in our world'. The subject leader supports RE in other schools where her expertise and excellent practice is shared. Assessment is robustly monitored and used to steer future planning. Extensive support and training from the diocese enable excellent RE teaching and innovative provision.



The effectiveness of RE is Excellent

Pupils flourish academically in RE and achieve exceptionally well. Vulnerable pupils achieve in line with others because of the well-tailored curriculum. Learning experiences are exciting and often first hand. For example, pupils explore Jewish artefacts and simulate, through role playing the Shabbat observance. Exemplary, personalised feedback to pupils successfully develops deep thinking and supports pupils to make excellent progress. Challenging religious concepts are successfully explored within a safe and mutual respectful learning environment. Teaching and learning in RE is consistently graded good with a high proportion of outstanding teaching. Monitoring of RE is robust and pupil's opinions are used exceptionally well to shape improvement in provision. Pupils are empowered to thinking theologically, philosophically and sociologically about world faiths. Lessons skilfully infuse the Christian vision and effectively reinforce the school's values. As a result, RE is loved by all pupils.

Executive headteacher	Susan Sayers
Inspector's name and number	Toby Long 869