

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Voluntary Controlled Infant School			
Address	Shackleford Road, Shackleford, Godalming, Surrey. GU8 6AE		
Date of inspection	03/07/2019	Status of school	Voluntary Controlled Infant
Diocese	Guildford	URN	125149

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

School context

St Mary's is an infant school with 73 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 in line with national averages. All staff, apart from the headteacher, are part-time.

The school's Christian vision

At St Mary's our vision is to inspire our children to be great learners through an experience based creative curriculum within a supportive Christian community. We aim to create a love for learning in each child that will be life-long within a safe, caring and vibrant environment.

Key findings

- The school community constantly lives out its vision and values which are rooted in biblical teaching and central to the innovative and creative curriculum, meeting the needs of all pupils, so all flourish.
- Pupils are very secure about the school's values of love, respect, generosity, honesty, loyalty and forgiveness and their importance to learning.
- Pupils' behaviour is exemplary. They show respect for each other and all adults regardless of personal belief or opinion. Currently, pupils do not cooperate and collaborate with pupils from a different cultural heritage, locally.
- Worship is an integral part of the life of St Mary's, having a significant impact on pupils' spiritual development. Pupils are involved in worship but do not have a role in planning or evaluating the quality of worship.
- The headteacher and governing body demonstrate determined and effective practice to bring about further improvement to the school's distinctive Christian character.

Areas for development

- Enable pupils to take a more active role in planning and evaluating worship so that they can make worship more personal to them.
- Widen pupils' understanding and respect of cultural diversity in Britain today to enable them to collaborate and cooperate with pupils from different cultural heritages.

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

This vibrant and exciting school inspires young children to be great learners and thinkers in a supportive Christian community. St Mary's vision is summarised as, 'Creating a love for learning'. This vision is transformative and enables all to flourish. The school demonstrates exemplary practice for a small infant school where every member of the school community lives and breathes the vision. The values of love, respect, generosity, honesty, loyalty and forgiveness are integral to the school's vision. Pupils have a very clear understanding of how the values impact on their life in school. They are confident in explaining how each value is linked to the life of Jesus and how they are relevant to them today. For example, pupils talk about how Jesus forgave his persecutors and are very clear about why they should forgive others. The vision and values shape policy and are fully integrated into the curriculum and enable all pupils to flourish. Outcomes for all groups of children in the early years are higher than the national average. By the end of Key Stage 1 the pupils achieve at least in line, and frequently above, the national average. Spiritual development is well-supported by a carefully planned, exciting curriculum and a school environment which provides pupils to reflect using reflection corners or prayer points. Governors continuously drive for improvement, providing both challenge and support in their monitoring role. The areas for improvement from the previous denominational inspection have been addressed well. The development of Philosophy for Children (P4C) has been particularly successful, enabling pupils to reflect and voice their own opinions with confidence. The school is a member of the Godalming Partnership of schools, supporting schools with a similar ethos. The headteacher provides training for School Centred Initial Teacher Training (SCITT), widening the school's influence in the area and disseminating good practice.

These young pupils are confident and aspirational because pupils' character development is a strength of the school. They seek to be the best they can be in all areas of school life. Pupils' behaviour is exemplary because they make the right choices, based on the school's excellent moral and social development. They explain how the school's values enable them to listen to other views respectfully, whilst causing them to challenge their own thinking. Very skilful reflection sessions led by adults enable pupils to ask 'big questions' such as, 'Is it acceptable to steal if your family is starving?' Pupils are involved in supporting communities less fortunate than their own. For example, the school has links with global charities such as, The Lotus Petal School in India and the Lunchbowl Network in Kenya. Pupils find their learning around education in India transformative when they discover that not all children can go to school. Their understanding of social injustice is enabling them to become courageous advocates to challenge their own actions and those of others. The school designates some of its pupils as 'Rainbow Rangers', who help challenge and address issues more locally, such as using recyclable paper bags. Parents explain how their own children's commitment to make a difference results in changes in the home. Pupils' understanding of cultural diversity is good and is supported by visits to places of worship and through a well-planned religious education (RE) curriculum. However, there are few opportunities for pupils to cooperate and collaborate with groups of pupils from a different cultural background.

Relationships in school are excellent. Pupils of all ages are treated with respect by both adults and each other. 'Spectacular Days' enable pupils to interact across the age range enabling the older pupils to act as role models and raise aspirations for the younger children. At the same time, this serves to develop the older pupils' awareness of the needs of those younger than themselves. This is exceptional practice and is successful because of the commitment to an innovative and creative curriculum in a supportive Christian atmosphere. The school takes the mental health of both pupils and staff very seriously. Pupils are supported by skilful adults who know the pupils very well. The quality of support for pupils is exemplary, resulting in parents confirming that, 'All pupils at St Mary's are loved'. Staff in the school are supported through a thorough and pragmatic approach to workload management. The staff, with the exception of the headteacher, are part-time but work very effectively as a team, each working to their strengths. Relationships with the wider community are excellent. Pupils interact with pupils from other schools, the church and the village. These experiences are mutually beneficial.

Inspiring collective worship is at the very core of life at St Mary's. It is always inclusive and invitational. Planning for worship is thorough, innovative and effective in enabling pupils experience a range of worship styles and settings. Themes are based on the school's values, the life of Jesus and the church's year, whilst allowing for current issues to be addressed. Worship enables pupils to gain an understanding of the Christian belief of God as Father, Son and Holy Spirit appropriate to their age. Pupils enjoy worship and are confident about its relevance to their lives. All pupils have the opportunity for quiet personal reflection or guided reflection where staff skilfully lead pupils in their

thinking. Worship is led by staff in school, the vicar of St Mary's, the 'Open the Book' team and other leaders. Pupils understand the use of prayer and reflection, write prayers, take part in drama activity and enthusiastically join in singing songs of praise. They do not plan complete acts of worship, although they are involved in age-appropriate specific elements, such as sharing reflections. Worship regularly takes place in the local parish church so pupils develop their understanding of the Anglican tradition, including an introduction to the Eucharist. It makes a significant contribution to the spiritual and moral development of pupils, meeting the statutory requirements.

Curriculum planning for RE is very effective and fulfils statutory requirements. It is very well led by the headteacher who provides very good support for all staff so that they deliver high quality RE. Pupils enjoy RE and are thoroughly engaged in the creative ways in which it is taught. It provides them with an understanding of Christianity and other world religions, allowing them to challenge their own thinking. RE has a significant impact in the school and fully supports the school's vision and values, inspiring pupils to be great learners and thinkers. They gain a good understanding of Bible stories and how these are still relevant to their lives today. Assessment is effective in enabling staff to understand the progress made. Teachers know well how to develop pupils' understanding through well-matched next steps in their learning. This means that all groups of pupils flourish, including the most vulnerable.

Headteacher	Serena Roberts
Inspector's name and number	Dr Peter Simpson 192