

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Infant School and Sure Start Children's Centre			
Address	The Cardinals, East Ring, Tongham, Farnham, Surrey, GU10 1EF		
Date of inspection	03 July 2019	Status of school	Voluntary Controlled Infant
Diocese	Guildford	URN	125148

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	Requires Improvement
Additional Judgements	The impact of collective worship	Grade	Good

School context

St Paul's is an infant school with 88 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 disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above the national averages. Due to Surrey County Council restructuring the Sure Start Children's Centre will close at the end of July. There is independent day care provision on the school site.

The school's Christian vision

'Courage, compassion, community.' We are committed to the promise by Jesus of "Life in all its fullness" developing a love of God and His world, as well as a care for others and ourselves. We celebrate and promote our close links with our parish church and our local community. John 10:10 and the teachings of St Paul.

Key findings

- The biblically underpinned school vision has recently been revised and three core values identified. It is not known and understood by pupils and parents.
- The recommendations of the previous inspection have not been fully addressed. Governor self-evaluation does not include monitoring the Christian distinctiveness of the school.
- The school's strong commitment to a nurturing and inclusive environment results in pupils making good academic progress.
- The school has very close links with the village community and parish church that are mutually beneficial.
- The school provides a range of opportunities for the spiritual, moral, social and cultural development of pupils, through collective worship, religious education and the wider curriculum.
- Pupils and staff treat each other with respect and pupils have some awareness of cultural diversity around the world. However pupils do not have sufficient opportunities to explore Christianity as a worldwide religion.

Areas for development

- Ensure that the current vision and core values are known and understood by pupils and parents, so that all in the school community can articulate them with confidence.
- Put in place robust governor monitoring and self-evaluation of the Christian distinctiveness of school, which includes the views of pupils, parents and staff. This will contribute to the effectiveness of the governors' strategic leadership of St Paul's as a church school.
- Increase the opportunities for pupils to learn about Christians around the world. This will enable pupils to have a greater understanding of Christianity as a worldwide religion.
- Develop areas for reflection that are explicitly Christian, to increase opportunities for reflection and prayer.

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 has a well established and biblically underpinned Christian ethos. The vision has been revised very recently and courage, compassion and community have been identified as the core Christian values. Based on the distinctively Christian ethos and vision, leaders, governors and staff are passionate that each individual child achieves his or her full potential. Leaders are also committed to supporting school families and the village of Tongham. The community focus includes the Sure Start Children's Centre provision and outreach programme. Nursery children from Tongham Day Care join the school for lunch, which is cooked daily on site, and the school shares its playground with the community outside school hours. As a result, all in the school community are proud of the very close and mutually beneficial links with the village, including the parish church. Partnering with local school networks and the diocese supports school improvement and the continuing professional development of staff and governors. However, due to the recent review, the current vision has yet to be shared with parents. Pupils are unable to articulate the vision or to share Bible stories that they associate with the vision and values. Nevertheless, the school provides a very nurturing and inclusive environment, which meets the needs of all pupils. Pupils enjoy school and are safe. They are aware of the significance of respecting and caring for their peers. However, the recommendations from the previous inspection have not been implemented fully. Monitoring and self-evaluation by governors does not focus specifically enough on the distinctiveness and effectiveness of the school as a church school. Consequently leaders are unable to say with confidence, from first hand experience, how the Christian distinctiveness of the school is developing and enabling pupils and adults to flourish.

The school's ethos has a positive impact on pupil outcomes and the wellbeing of the school community. The school provides a broad and balanced curriculum for all pupils, with a number of extra-curricular activities. Significant inclusion and support for pupils with special educational needs and/or disabilities is a real strength of the school. The school ensures that pupils' needs are accurately identified and appropriate interventions put in place. This contributes significantly to the academic and personal development of all pupils. Consequently, pupils make good individual all round progress, with the attainment of the majority of pupils in line with national results by the end of Key Stage 1.

All staff have high aspirations for pupils to be the best that they can be. Their passion and commitment particularly reflects the school value of courage and the focus that the school puts on pupil resilience. The use of the 'growth mindset approach' and the introduction of 'have a go hare' is an example of how resilience has been made engaging and memorable for pupils. Personal and academic achievements as well as kindness are recognised during weekly celebration assemblies. The behaviour and attendance of the vast majority of pupils is good. Where it is not, it is monitored regularly and strategies relating to individual needs are put in place. A strength of the school is its provision for the wellbeing and mental health of pupils and adults in the community. The school provides a range of opportunities for spiritual development in RE and across the curriculum, including 'Pause Days'. Pupils consider 'big questions' on ethical and spiritual issues. There is a clear understanding of spirituality and spiritual development and a new action plan is identified as a next step. However, there is limited Christian distinctiveness around the school. The one reflection area is not distinctively Christian and therefore many pupils are unsure of its purpose.

Parents value greatly the approachability of the headteacher and that the school will do all it can to help pupils and their families. A child-centred approach means that pupil voice is important to the life of the school. In addition, pupils are starting to gain an understanding of social responsibility by being part of the school council. Pupils support a number of local charities through activities organised by the staff. As a result, pupils are beginning to develop age appropriate skills to be courageous advocates. They speak up for the needs of their peers with specific needs and value them. They are also thinking about the environment and are addressing the litter that collects on the playground during use beyond the school day. These experiences are adding to their understanding of social and moral responsibility and of how to be advocates for change.

Inclusive and invitational collective worship happens daily. Pupils and adults value it as a time for reflection. The majority of worship is led by the headteacher or the vicar of St Paul's church. Parents value attending class assemblies and school services to celebrate the main Christian festivals at the parish church. The vicar is a regular visitor to the school and is well known by pupils and parents. As a result of this and invitations to church events, more families are participating in church activities and services. Each half term a Christian value informs the planning of collective worship. Worship includes a range of aspects of Anglican worship including praying in a number of

different ways. Pupils gain an awareness of the Trinity and Communion in collective worship and RE. Pupils are not able to share about either, or their significance to Christians. Bible stories and prayer are well established in worship. Pupils contribute to the monitoring of collective worship at the end of each half term. Previous pupil feedback has helped inform some developments in collective worship. Pupils are fully involved and contribute during collective worship. Sometimes they lead the actions for songs and older pupils write and read prayers, as well as act out Bible stories. The school does not have a global link and whilst pupils have some knowledge of world issues such as deforestation, reducing the use of plastic and protecting wildlife, they are not aware of Christianity as a worldwide religion.

The school uses the Revised Surrey Agreed Syllabus for RE to develop pupils' knowledge of Christianity and a number of major world faiths. It reflects the RE statement of entitlement. Pupils benefit from opportunities to develop age appropriate skills of enquiry, critical analysis and interpretation. However, there is no governor monitoring of RE. Whilst assessment systems for RE are embedded and informing planning, pupil outcomes are not reported to governors. RE and collective worship meet the statutory requirements.

Headteacher	Sue Brown
Inspector's name and number	Gillian Bradnam 935