

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wonersh and Shamley Green Church of England Primary School			
Address	Guildford Road, Shamley Green, Guildford, Surrey, GU5 0RT		
Date of inspection	10 July 2019	Status of school	Voluntary Aided primary
Diocese / Methodist District	Guildford	URN	125202

Overall Judgement	Grade	Excellent
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	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

Wonersh and Shamley Green is a primary school with 207 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. Since the previous denominational inspection a new deputy headteacher and Chair of Governors have been appointed.

The school's Christian vision

In an exciting, challenging, safe and distinctly Christian environment, children and staff feel happy and valued and are encouraged to become independent, confident, creative and enthusiastic learners.

Key findings

- The skilled and highly committed headteacher and leadership team ensure that every member of the school community flourishes within the school's explicitly Christian environment.
- In this completely inclusive school the vision and values which are firmly rooted in biblical teaching, infuse every aspect of school life. All pupils are loved and cared for and are able to make very good academic and social progress.
- Pupils' spiritual development can be clearly seen in the poignant comments and reflections they write on the class question boards. The question boards and prayer spaces are highly valued and extremely well used by pupils.
- Religious education (RE) and collective worship are given the highest priority and inspire the whole Christian community. They contribute superbly to the strong academic, social and spiritual development that is evident within the school.
- Pupils' behaviour is exemplary. The whole school community agree that the remarkable compassion and care shown by pupils for each other is explicitly linked to the school's Christian vision and values.

Areas for development

- Strengthen and deepen the meaningful links with the parish churches and local community so that the mutually beneficial partnerships add to the richness of pupils' experiences.
- Further embed pupils' leadership in developing collective worship within the school so that they gain an even deeper understanding of the nature of Christian worship.

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 Christian vision is central to all that happens within this impressive school. In following the vision and ensuring pupils understand the significance of the school's values, the school's leadership enables all pupils and adults to flourish. The headteacher has skilfully led the school through its development from a small infant school to a very successful, one-form entry primary school. In doing so she ensures that pupils and adults are treated and respected as individuals; all valued for who they are. She very effectively enables them to strive to be the best they can be: the person God created. Pupils and adults are extremely articulate in explaining how the vision and values, which include friendship, respect and determination, impact their lives on a daily basis. The links with two local churches are currently a particular strength of the school, enhancing the learning of pupils. The vicars regularly lead collective worship, support the teaching of RE and provide valuable pastoral support for pupils and adults. With the forthcoming appointment of a new vicar, the school's leaders are aware they need to build a substantial new relationship. Staff are given numerous opportunities to attend courses to improve their practice and leadership experiences. Teachers are able to introduce new initiatives within school, leading to innovative curriculum opportunities. A 'Learning Adventure' display shows an extraordinary range of activities and opportunities the school gives pupils during their education. Governors have established rigorous and effective systems for monitoring and evaluating all aspects of the school. These have led to clear developments of the school as a Church school. The recommendations from the previous denominational inspection have been very effectively addressed.

The inclusive nature of this school is outstanding. The securing of a highly supportive package of help for each pupil with academic and/or social difficulties has resulted in vulnerable pupils making good progress. The school can be rightly proud of the results obtained by pupils in Key Stage 2 national tests, whatever their academic starting points. There is a real sense within the school that everyone strives to be the very best they can be and they will be supported in whatever way is necessary. Teachers give relevant and moving examples of spiritual moments that have occurred throughout the curriculum. Pupils articulate such experiences they have encountered. The school has been part of a three year action research project with The Prince's Teaching Institute to improve questioning in RE. The result of this has been the impressive use of questions across the whole curriculum which has had a significant impact on pupils' learning. The school's leadership relish opportunities to be involved in curriculum projects and awards where these have a positive impact on pupils' life experiences and learning.

The school has an impressive record of working with partner schools from across the globe. They recently obtained a gold International School Award for their work with schools in China, Nepal, India, Australia and Uganda. This, as well as their work with local and national charities, has enabled pupils to explore situations of injustice and inequality. A Year 2 class made a moving video for parents, highlighting the difficulties of homelessness in this country. This type of high quality work is ensuring pupils from across the school gain an understanding of social inequality, giving them a concern for others. Pupils regularly engage with social action projects, gaining an understanding of the exploitation of the natural world. The Year 3 garden, produced as part of Guildford in Bloom, showed pupils' realisation of the damage plastics are causing in the oceans. Emphasis is placed on living in God's wonderful world and pupils delight in the superb activities available to them through art, Forest Schools and across the curriculum.

As the school has expanded there has been a significant improvement in the sporting opportunities for all pupils. The way in which pupils participate and their support for each other is a prime example of the exemplary behaviour and relationships evident in the school. The school is unquestionably a place where pupils are given a second chance and is known as a place of forgiveness and reconciliation. The support for pupils and adults wellbeing is truly impressive. There has been a vast amount of training for staff as well as the employment of specific support staff, including a school counsellor and a play therapist. Pupils learn, through numerous opportunities in the curriculum, a respect for difference and diversity of cultures. Pupils' support for each other and for the community helps to ensure that any prejudicial behaviour is challenged.

Collective worship is central to the school's Christian distinctiveness. Pupils and adults speak passionately about what it means to them. Pupils understand the significance of lighting candles and the impact on them personally. Collective worship has an important and profound influence on their lives both at school and at home. This is confirmed by comments from both adults and pupils. They appreciate the time and space for quiet reflection and

the school community coming together. One pupil commented that ‘collective worship sets you up for the day, making you feel calm and reflective.’ Levels of engagement amongst pupils are high. Even the youngest pupils feel able to stand at the end of collective worship and say a spontaneous prayer connected to the theme of the day. Acts of worship are led by a variety of people including the vicars from the two parish churches and members of the church communities. The School Council and each class lead acts of worship periodically throughout the year. Pupils regularly participate in drama and singing although their involvement does not yet extend to them helping to develop collective worship within school. Throughout the day there are formal opportunities for pupils to pray, usually using prayers written by pupils. The use of informal occasions for prayer is used with remarkable frequency by pupils. The prayer spaces within classrooms are clearly a valued resource. Pupils from across the school are able to articulate the importance of prayer. Pupils have a clear, age appropriate, understanding of the Trinity and Eucharist and their meanings. Collective worship offers a recognised time for the school community to engage with the school’s vision and values. These are often related to the Bible, to the teachings of Jesus and the impact on pupils’ lives today.

RE is exceptionally well led by an enthusiastic and experienced teacher. She ensures that this subject is given a high profile within school. She supports the teachers excellently but also disseminates her good practice with other schools locally and regionally. Pupils are inspired by the many creative yet challenging learning opportunities they encounter. Pupils enjoy these lessons, welcoming the safe space to explore their own views and to encounter and explore religious texts from a range of religions. RE lessons are significant in developing pupils’ spirituality and personal development. The school meets the statutory obligations for RE and collective worship.



The effectiveness of RE is Excellent

Throughout the school the teaching of RE is regularly graded as better than good. This high level of teaching supports pupils to be inspired by RE lessons. Pupils enjoy the freedom to discuss their own beliefs and opinions and to listen to those of their classmates. The RE lead, headteacher and governors regularly monitor lessons and books, as well as the many and various RE displays around the school. These highlight the thoughtful approaches to RE lessons and the learning experiences in which pupils have been involved. An established assessment process clearly shows the good progress pupils make and highlights that vulnerable pupils make expected and frequently more than expected progress. The assessments inform conversations between staff, which in turn lead to alterations in planning and improved opportunities for pupils. Pupils’ comments within lessons demonstrate a high level of spiritual development and understanding of religious concepts.

Headteacher	Tess Trewinnard
Inspector’s name and number	Sally Jenkins 913