



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Wonersh & Shamley Green Church of England Voluntary Aided Primary School

Guildford Road  
Shamley Green, Guildford  
Surrey  
GU5 0RT

**Diocese: Guildford**

Local authority: Surrey

Date of inspection: 17 June 2014

Date of last inspection: 23 September 2008

School's unique reference number: 125202

Headteacher: Tess Trewinnard

Inspector's name and number: Andrew Rickett 201

#### School context

Wonersh & Shamley Green is much smaller than the average size primary school with 110 pupils arranged into four class groups. The number of pupils with learning difficulties and/or disabilities is below the national average as is the number entitled to receive the pupil premium. The majority of pupils are from a white British heritage. Attendance is high. The school expanded in September 2013 from infant to primary school, accepting its first Year 3 cohort of pupils. A new school hall has been built since the previous inspection and the school is undergoing building work to accommodate the rising number of pupils in Key Stage 2.

#### The distinctiveness and effectiveness of Wonersh & Shamley Green as a Church of England school are outstanding

- The openness and confidence with which pupils share their thoughts and views on matters of faith contributes to a growing awareness of the place of belief in their lives.
- The quality of opportunities for prayer in the life of the school, reflects the school's vision to bring its Christian ethos alive for pupils.
- The commitment of the leadership of religious education (RE) ensures that the subject has a high profile in the school curriculum.

#### Areas to improve

- Develop opportunities for pupils to explore their spirituality, by equipping them with the ability to create questions of meaning and purpose that allow them to explore difficult concepts in greater depth, across all areas of the school curriculum.
- Increase pupil contribution to collective worship through greater ownership of how worship themes are developed and delivered.
- Governors to lead a review of how the school's distinctive Christian ethos is presented reflected and understood by the whole school community and formally monitor its impact.

**The school, through its distinctive Christian character, is outstanding at meeting**

### **the needs of all learners**

The impact of the Christian character is outstanding because of the quality and depth of pupils' understanding of what explicit Christian values mean to them in their everyday lives. This is evident when listening to them talk about these values and the insightfulness of their thinking. For example, younger pupils shared their thoughts on what peace meant to them and the relative merits of different types of peace. They discussed whether peace meant being quiet or whether it would be good to be peaceful all the time. When given these opportunities to talk openly, pupils respond with great enthusiasm and enjoy the challenge and say that time to explore questions makes them feel valued. Pupils have good opportunities to reflect in the school day which contributes to the development of their spirituality. Experiences such as the Forest School, or through the 'We See God' moments, help them to reflect on the world around them and their place in it. The school is aware that this open discussion is something that can be developed further across all areas of the curriculum. Pupils have very positive attitudes towards their learning and make good friendships across all year groups. This helps to create a secure learning environment in which they make progress in their learning, with standards in core subjects consistently above national averages. They have a very clear understanding that the school nurtures every individual and that their class rules are based on Christian teaching with values such as peace, wisdom and courage helping to guide the choices they make. There is a high level of respect between children and adults which creates an environment in which children feel safe and secure, knowing that their teachers care for them.

### **The impact of collective worship on the school community is outstanding**

The introduction of the 'Values for Life' materials in September 2013 has given acts of worship a clearer framework within which to explore explicit Christian values. These values are in the process of being introduced to children through Bible stories that have clear messages related to the teaching of Jesus. Collective worship is outstanding because pupils are able to reflect on what these values mean to them personally and relate them to how they lead their own lives. Pupils make a limited contribution to how these values are explored through acts of worship and in deciding how they should be followed up. As the school grows to become an all through primary, school leaders are keen to explore how pupils can have an increasing role in worship as they get older. Prayer is an important part of the life of the school. Pupils have many opportunities to pray throughout the school day. They value these times and have a mature understanding of the purpose of prayer. For example, older pupils explained how 'God treats everyone as equal' and 'values all prayers - even if a non-Christian says them, He still listens'. The celebration of major Christian festivals at the local churches is recognised by children and their parents as an important part of being a church school. They are occasions when the whole school community comes together in fellowship to remember important times in the year. Collective worship provides excellent opportunities for pupils to develop their understanding of the Trinity. This is reflected in a discussion between some Key Stage 1 pupils who explained how 'Jesus went up to heaven to be with God. So, because He couldn't come down any more, He sent the Holy Spirit as a messenger to give people strength and courage'. They explained how this can make you feel really happy, with a sense that 'you really can do it now'. Through monitoring visits by governors, the school has systems that evaluate the quality of collective worship and to gather views from pupils about what they enjoy. These visits have not yet been formalised into a more systematic evaluation of impact.

### **The effectiveness of religious education is good**

Standards are consistently above national expectations in religious education (RE) at the end of Key Stage 1 and good progress in pupil attainment has been maintained in Year 3. Pupils make excellent overall progress in their knowledge of RE and are able to apply what they have learnt by making links between the various modules they have studied. For example, the Year 2 class identified stained glass windows in one of their two parish churches as images of the Last Supper and Nativity. Pupils have good opportunities to then develop their understanding of what they have learnt and to reflect on what it means to them. This is achieved through effective questioning by teachers that encourages them to reflect more deeply and to which

they respond very positively. Limited opportunities for pupils to generate their own questions and to follow them up were observed during the inspection. This is an area that can be developed further so that pupils are able to engage in the exploration of difficult concepts at greater depth. The school is keen to ensure this development applies to all areas of the curriculum with RE as a key subject to drive it forward. Assessment has improved since the previous inspection and regular opportunities for monitoring pupils' progress are an integral part of RE provision. As a greater emphasis is placed on questioning as a learning strategy in RE, so the school needs to ensure that there is consistency in the assessment of this aspect across the school. Pupils respond well to RE and are attentive and focused in lessons. A Year 3 lesson showed evidence of the pupil's excellent knowledge as they used Christian symbols to explain the meaning of baptism. Religious education makes an important contribution to the Christian ethos through the links made with collective worship and the use of local parish churches as learning resources. Leadership of RE is excellent. The subject leader ensures that RE has a high profile within the school and that pupils have opportunities for memorable experiences such as the Easter Pause Day. The subject leader is eager to continually improve RE and has a clear grasp of what needs to be done to achieve this. The proposed piloting of additional RE units from the diocese is an example of the innovation that she inspires.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leaders and managers, including governors, articulate a clear vision based on an explicit Christian ethos that has purpose and meaning for the children. At the heart of this ethos are the children themselves and an understanding that all aspects of the life of the school and any developments undertaken, have children at their centre. This has ensured that the school has made progress since its last inspection in taking forward the impact of its Christian distinctiveness. Leaders and governors are aware that this improvement is a continual process and that they need to have clear systems in place to monitor and evaluate the impact of the Christian character on the well-being and learning of all pupils. To this end there is a need for a review of how the school presents its church foundation to the community, with pupils placed at the heart of all documentation and policies. The recent introduction of a school newspaper for the local community is an excellent example of how the school ensures children are at the centre of its distinctiveness. There are effective systems in place that gather evidence of the impact of collective worship and the quality of RE, and as the school grows and pupils increasingly have more input into the life of the school, so these systems will need to evolve in a more formal way. School leaders are committed to the ongoing development of the school as a church school and with the appropriate identification of areas for further development, have a good capacity to do so. The school serves two parishes and has excellent relationships with both. Pupils and their parents say that both vicars are familiar figures in the life of the school and that visits to both churches are an integral part of the life of the school. Indeed, pupils talk of the churches as belonging to them. The 'Open the Book' team is an example of the commitment of the church to the life of the school. Together with the churches, the school makes an important contribution to the local community as well as having excellent international links with China, Nepal and Ghana. Through these links, pupils are developing their appreciation of Christianity as a global religion and have a growing understanding of other cultures. Parents spoken to agreed that the school helps their children have an awareness of the wider world and encourages them to ask questions about issues of faith. They say that they are 'very happy' with the way that the school provides time for their children to talk openly about their beliefs and the way that it is done is 'completely natural'. The school meets the statutory requirements for worship and RE.

SIAMS report June 2014 Wonerh & Shamley Green CE VA Primary School Guildford GU5 0RT