

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Clandon Church of England Primary School</b>	
Address	The Street, West Clandon, GU4 7ST
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
We believe that all our children are growing together in God's Garden. We nurture this growth, helping children develop deep roots of Christian understanding, spirituality, and guiding virtues. We empower children to blossom in God's image, to do small things with great love and to know that faith the size of a mustard seed can move mountains.
Key findings
<ul style="list-style-type: none"> <li>• The Christian vision is firmly rooted in theology and is central to decision making. Leadership of the school is strong and effective partnerships with the local church and diocese have enabled the school to embed their vision.</li> <li>• Leaders are ambitious for all their pupils and the school offers a broad curriculum which enables all to flourish. Leaders make bold decisions about their provision for pupils with special educational needs and disability (SEND).</li> <li>• This is an inclusive school which values all members of its community. Pupils and staff feel welcomed and speak of a highly supportive and caring community. Pupils value opportunities to engage with social action in their local community, but are less secure leading on this.</li> <li>• Collective worship is invitational and engaging. Pupils highly value the opportunity for personal reflection and they make connections with their own lives and actions.</li> <li>• Religious education (RE) is well led, effectively planned and the curriculum is suitably sequenced, enabling pupils to build on learning. RE is a safe space for pupils to express ideas and make sense of the world. However, pupils are less secure in their knowledge of a wider range of world religions and worldviews.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To enhance opportunities for pupils to lead on social action projects within their local, national and global community.</li> <li>• To develop the RE curriculum so that pupils can strengthen their knowledge of a wide range of world faiths and worldviews.</li> </ul>

## Inspection findings

Clandon school is a welcoming, inclusive and nurturing community. Central to this and at the heart of all decision-making is the distinctive Christian vision. Strong leadership from the headteacher has been integral in successfully managing a period of change for the school. Leaders live out the vision through their ambition for all pupils to flourish and to shine as unique individuals. Leaders have worked closely with the diocese and local church to shape the shared Christian vision. Whilst maintaining the school's original foundation, this vision is deeply underpinned by theology and reflects the school's agricultural roots. Pupils articulate the vision well and describe what the parable of the mustard seed means for them. They speak of the importance of 'the Clandon way' which embodies the core values of friendship, kindness, community, perseverance and thankfulness. Pupils are proud of their school community and recognise it as a friendly and welcoming place.

Governors have been pivotal in supporting leaders through the development of the federation and their robust monitoring is a real strength. They embrace the vision and are passionate about the inclusive nature of the school. Leaders prioritise a rich curriculum which is broad and balanced. Decisions are fortified by the Christian vision and aim to provide a all-round education which is tailored to support flourishing for all. At times, this means making bold curriculum decisions. This can be seen through the establishment of The Wilderness forest school. The school has employed two forest school teachers and leaders are creative in their shaping of the curriculum. This outdoor provision is transformational for pupils. Both staff and pupils highly value this space and the time set aside for reflection. Further partnerships with the National Trust and Surrey Outdoor Learning are extending opportunities for learners. Leaders are ambitious for their pupils and the development of the curriculum has been a priority. The Ark, nurture room provision embodies the inclusive vision and supports all learners including those with special educational needs. This nurturing space is cherished by both pupils and staff as it provides a supportive and safe space.

Strong partnerships with the local church, St. Peter and St. Paul's are well-established and longstanding. This relationship has been integral in supporting school leaders in establishing a biblically rooted programme of collective worship. Daily collective worship is carefully sequenced to reflect the Church calendar and address a range of relevant themes. Church services for the school take place throughout the year with parents and carers invited to attend. Pupils enjoy the opportunity for personal reflection and prayer. Pupils value this time for pause. Worship involves everyone and is truly collective. Pupils have well-established routines for collective worship which they enjoy and understand. Singing is celebrated as part of worship and as a way to bring the community together such as through the Big Sing event. Through the exploration of Christian values, pupils relate teachings to their own actions. Leaders have sought to establish a shared understanding of what spirituality is and this is becoming more securely embedded. Pupils have a rich and wide range of opportunities within the curriculum to develop greater spiritual awareness.

Pupils are inspired by the vision and the parable of the mustard seed. They speak of being empowered to take action within their own community. The school council speaks enthusiastically about raising money for the Phyllis Tuckwell Hospice through the annual reindeer run. The school has also built up some strong links with the local care home and during the pandemic pupils became pen-pals with residents. Pupils continue to visit residents throughout the year to sing for them and pupils enjoy this opportunity to engage with their community. Pupils recognise how they can demonstrate the values outlined in 'the Clandon way', within their own community. Staff describe the school as a place for pupils to shine and all members of the school community are celebrated as unique individuals.

The school promotes the values of kindness, friendship and community. Positive relationships are celebrated and pupil leaders such as the friendship ambassadors help to foster these relationships. School leaders build on this with a weekly behaviour focus, which helps to strengthen expectations and routines. Pupil wellbeing is at the forefront of decision-making and leaders prioritise staff training and resources for this. The school is outward facing and is proactive in building strong partnerships with local networks. Driven by the vision, pastoral staff are innovative and strive to work closely with families to enhance support for pupils. This was evident during the pandemic when staff provided food parcels to members of the school community. Staff wellbeing is also a priority. Governors consider the impact of decisions on staff wellbeing and they care for all members of their school community. School leaders value their mutually supportive relationship with the governing body. Staff describe an open-door culture, where they feel valued and listened to.

RE is highly valued by leaders and subsequently it is well resourced. Pupils speak enthusiastically about their learning in RE and they recognise the role that it has in their own spiritual development. RE has been prioritised in the curriculum and suitably timetabled. The profile of the subject within the school has strengthened. Strong links with the diocese has enabled staff to access relevant training and keep up to date with new developments. Leaders recognise the need for greater breadth in the RE curriculum and they speak enthusiastically about the introduction of the new diocesan syllabus. Preparations are underway to begin the process of implementation with a focus on staff development.

Clandon is a school which fully embraces its Christian vision and staff strive to live this out in everything they do. The school has experienced a period of change, however, the aspirational leadership of the headteacher and school leaders have successfully embedded a clear vision for the future. The school is ambitious for all of its pupils and celebrates all members of its community, recognising their unique worth.

	The effectiveness of RE is		Good	
	<p>The RE curriculum has been carefully planned and sequenced to enable learners to build on their prior knowledge and understanding. This has meant that pupils make progress and develop relevant skills. Leaders are ambitious to develop the curriculum further and they have begun to make plans for this. The curriculum is suitably adapted to include a range of learning activities for pupils with SEND to enable all learners to make progress within the subject.</p>			
Information				
School	Clandon Church of England Primary School	Inspection date	5 May 2023	
URN	125199	VC/VA/Academy	Voluntary aided	
Diocese/District	Guildford	Pupils on roll	90	
Headteacher	Vicky Voller			
Chair of Governors	Jeni Colbourne			
Inspector	Rachel Croft	No.	2126	