

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter and St Paul Church Primary School, Chaldon	
Address	Rook Lane, Chaldon, CR3 5BN
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
<p style="text-align: center;">Let Your Light Shine</p> <p>Our vision is to be: An aspirational school where children are equipped with the knowledge, skills and values to thrive academically and socially, and develop the self-belief to embrace their future lives with confidence as God intended them to.</p>
Key findings
<ul style="list-style-type: none"> • The clear and ambitious vision is known by all and encapsulated by the motto: 'Let Your Light Shine'. It lies at the heart of everything which happens in school, although the evaluating of its effectiveness by governors is less developed. • A deep sense of caring for each individual is palpable. Love, wisdom, courage, hope and respect are cherished values which extend beyond the school to pupils' homes and families. • Many opportunities for everyone to develop spiritually are available, although a shared understanding and approach to spirituality is less clear. • Collective worship is highly valued by the whole community and is well-planned throughout the year with strong support from local clergy. However, there are few opportunities for pupils to be engaged in its planning, leading and evaluation. • A carefully planned and engaging religious education (RE) curriculum ensures that pupils are gaining an informed and respectful understanding of a range of religions and worldviews. Leaders are introducing systems to help teachers know how well pupils learn in RE but these are at an early stage of development.
Areas for development
<ul style="list-style-type: none"> • Ensure a robust and continuous self-evaluation process is in place that involves the school community in evaluating the effectiveness of the vision, thereby driving improvement as a Church school. • Provide more opportunities for pupils to be engaged in the planning, leading and evaluation of collective worship to further enhance their spiritual development . • Further develop systems to monitor pupils' progress in RE, ensuring that they understand their next steps and how they can improve their work.

Inspection findings

As a result of the clearly articulated Christian vision pupils and adults in this school feel highly valued. They talk about being part of a caring community which ensures that all have the opportunity to thrive. Leaders take time to know staff, pupils and families extremely well. Adults and pupils talk fondly about their 'purple family' binding everyone together, giving them the love and self-belief to flourish. Everyone is treated as an individual and helped to discover their own talents, gently supported with any challenges they face. 'Let Your Light Shine' is seen as helping pupils 'to be who they should be'. It also resonates with staff as it helps to bring their strengths out and for them to develop as people. The image of their light shining more brightly is particularly powerful for them. Parents know the values really well and are clear that they flow directly from the vision. Their children talk about them at home and this has a profound effect on how they live. For example by telling their parents that they have 'found their courage'. Parents talk about their children 'not realising they are learning them' as it is a normal part of life in the school. They want their children to be part of this school because of the strong vision and values. Governors provide good support to leaders checking that the vision lies at the centre of everything. However, its effectiveness is not currently being robustly evaluated, thereby driving ongoing improvement as a Church school.

Families from a range of religions and worldviews feel an accepted part of the school community. They appreciate the distinctively Christian vision and being part of a church school. However, they also feel that their own views are understood and valued. All pupils are enabled to make progress through the use of 'pupil passports', one page profiles which support that individual's learning. The very experienced special educational needs and disabilities coordinator (SENDCO) was keen to join the team because the school's vision is so inclusive. It focuses on what pupils can do and encourages self-belief. The family wellbeing lead also contributes greatly to the flourishing of the whole family. Pupils who have struggled in other settings thrive because of this exceptional level of care. Clear expectations for behaviour work alongside an embedded culture of forgiveness and reconciliation. This is evident in policies and guidance visible around the school. Pupils speak confidently about how they are treated and how they treat others. They clearly attribute this to everyone wanting to let their lights shine. This ensures that pupils feel safe and get the most out of every learning opportunity.


Pupils are passionate about changing things for the better and have written to local councillors and to the prime minister about their concerns. They see this as an outworking of their vision to let their lights shine. This also strongly supports their understanding of the importance of celebrating differences, as 'everyone's light is individual'. Parents report their children talk about this at home and will, for example, ask if someone is being respectful. These embedded attitudes are clearly linked to the values they are learning at school. These values are constantly traced back to the vision as being the prime motivator for wanting to live this way.

Collective worship has a very high profile, staff talk about how much they appreciate having time to reflect quietly during busy school days. Adults and pupils are very clear that all worship is inclusive and invitational. No-one is expected to join in with prayers. Individuals are very comfortable sitting quietly and thinking about what is said at these times. Daily acts of worship follow a clear pattern so everyone knows what to expect. They begin with the lighting of candles and everyone coming quietly into the hall, creating a palpable air of expectation. The youngest pupils feel part of something special, a time when they can sit and think. They also give examples of being inspired to take action, such as being kind to others. Adults state that there is always something inspirational to take with them into the

day. Some pupils are identified as ‘Shining Stars’ but they are not actively involved in the planning, monitoring and evaluation of worship. Local clergy work collaboratively with the headteacher to ensure that a variety of elements are included throughout the year. They also lead worship weekly. Links with the local church are strong and this is greatly appreciated by families, staff and pupils. Adults and pupils talk about how they are developing spiritually through worship and through other opportunities at school.

RE is given a high priority and pupils enjoy sharing what they have learned with their families. The ‘Primary Knowledge Curriculum’ used throughout the school enables them to make helpful links with RE. One of the topics taught across the school is the Tudors. Pupils talk about the founding of the Church of England during that period and the impact it has on the Church today. They are keen to learn about a range of religions. They particularly enjoy trips to places of worship including a recent one to a local mosque. This enables them to deepen their understanding of a range of religions. The new RE leader has a clear development plan for the subject. Regular opportunities are taken to network with local and regional groups to improve her knowledge and practice. Support is also received from the Diocese. There is a balance between theology, philosophy and human science in RE. Class teachers are supported in their teaching of the subject.

The school is facing many challenges as it grows from an Infant into a full primary school. The vision is giving a clear focus for everyone when difficult decisions are being made. The extremely supportive relationship with the parish church is key throughout this process. Local clergy serve on the governing board and provide a valuable link to the local community during challenging formal discussions. The school continues to be a shining beacon in the community and encourages flourishing for everyone into the future. The powerful vision, owned and cherished by the whole community, is lived out daily.

	The effectiveness of RE is		Good
	<p>The carefully planned RE curriculum is well taught and pupils are gaining a good understanding of Christianity and a range of religions and worldviews. They speak confidently about their opinions and the importance of knowing what other people believe, while questioning their own beliefs. There is clear evidence that pupils, including those who are disadvantaged and those with SEND, are making good progress. This will be strengthened as the new assessment system for RE becomes embedded.</p>		
Information			
School	St Peter and St Paul Church Primary School, Chaldon	Inspection date	13 March 2023
URN	125165	VC/VA/ Academy	Voluntary aided
Diocese/District	Southwark	Pupils on roll	131
Headteacher	Rosie Villajos Burgess		
Chair of Governors	Victoria Stubbs and Chris Botten		
Inspector	Marion Standing	No.	971