

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England VA Infant School, Frensham	
Address	Frensham Road, Farnham, GU10 3DS
School vision	
<p>'Love underpins all at St. Mary's'</p> <p>We embrace individuality and celebrate the successes of every child as they discover, learn and flourish, in a safe, inclusive and caring Christian community. Through a bold and inspiring curriculum, we nurture and support our children as they become responsible and compassionate global citizens.</p> <p>'God is love and whoever lives in love, lives in God and God in them' John 4:16</p>	
School strengths	
<ul style="list-style-type: none"> • The vision of Christian love threads through the policies and procedures of the school. All are recognised for their uniqueness so are supported to flourish. • Leaders articulate the vision by creating an exciting curriculum which meets the needs of all children. This enables them to be aspirational, global citizens. • Partnerships contribute to the provision of engaging and inclusive collective worship. This increases children's ability to live out the teachings of Jesus. • Children enjoy meaningful opportunities to be agents of change. This empowers them to improve the lives of others, living out the vision of love. • Religious education (RE) is given a high priority. Leaders ensure that children explore a range of religious and non-religious world views through a range of creative activities. 	
Areas for development	
<ul style="list-style-type: none"> • Develop more opportunities for spontaneous spiritual development across the curriculum to enable children to ponder upon their own beliefs. • Embed the systematic monitoring of religious education by governors. This will support leaders to evaluate the impact of the vision on the quality and effectiveness of the RE curriculum. • Broaden the understanding of diversity within a range of religious and non-religious world views through the ongoing development of the curriculum. 	
Inspection findings	
<p>St. Mary's infant school lives out a vision of Christian love inspired by the Gospel of John. Children are enfolded within its family atmosphere, nurtured by the Christian faith, and surrounded by God's love. School leaders are aspirational and deeply committed to serving their community. The values of respect, love, fairness, honesty, forgiveness, and humility are an inclusive expression of the vision. Children live out their values through their relationships and compassion for one another. It is clear that all adults are committed to the principle that 'children come first.' Families select the school for this nurturing environment, so that its community extends beyond the actual village of Frensham.</p> <p>Leaders prioritise the wellbeing of all because they ensure that emotional needs are supported</p>	

effectively. 'Edward Bear' provides special comfort for those children who require a teddy to share concerns with. Similarly, the 'colour-changing worry hands' on the headteacher's door allow children to leave anxieties behind. Children are encouraged to be responsible for others. This is evident in the school's approach to 'family dining' where older children adopt leadership roles, tending to younger ones. Younger children soon grow confident, forming close bonds. The vision of love and service is active within this cherished tradition. Adults share that they feel valued as members of staff. This is because their contribution is welcomed and they have increasing opportunities for training and development. Staff appreciate the support provided by governors, who are developing their systematic monitoring of wellbeing. The strong bond with clergy from the church of St. Mary, the Virgin, provides the staff team with sensitive pastoral care. The wellbeing of families is important to leaders who signpost mental health support in the weekly newsletter.

Teachers make vision-inspired curriculum choices so that children thrive on rich and varied learning experiences. Leaders are committed to providing strong foundations so that children flourish academically and grow personally. The 'Conker Challenge' inspires children to engage with nature while appreciating the awe and wonder of autumn. Established partnerships with specialists enhance learning experiences. For example, the nearby disused phone box, or 'Red Cube Gallery', provides a space for the community to enjoy children's art work. Vulnerable children grow because teachers and support staff are committed to providing specialised activities to meet their needs. Such love also extends to the school's approach to wrap-around care. Families benefit from early morning clubs, which offer nurture alongside exciting learning opportunities.

Teachers encourage children to love others through environmental projects. The 'Walk for Water' event means that children appreciate the challenges faced by those who do not have clean water. A visit to Guildford Cathedral for an 'Eco Day' enriched the Eco Council's understanding of a Christian's response to caring for the world. Within this school, children are often asked, 'What would Jesus do?' which they apply to their learning about disadvantages in the world. Adults explore the concepts of injustice and inequality through restorative conversations and learning about the global community. As a result, children treat each other with kindness, extending this through their service to others in the world. The award of the Green Flag is a testament to the children living out their values of love and humility.

Children and adults cherish collective worship because it unites all in a joyful celebration of love. Children assist by preparing the table and lighting candles. This values their role as 'Worship Leaders', extending their service towards others as they share the invitation to worship. Bible stories are chosen well, deepening children's engagement with the Christian narrative while supporting their spiritual development. Members of the clergy and school leaders express the vision through these stories, centred around the termly value. Worship is lively, which helps the children to remember important messages. For example, the parables and other Christian teachings illustrate God's love for all. This demonstrates that worship is well matched to the needs of young children. All are encouraged to pray, which means that they join in with the Lord's Prayer readily. Singing is enjoyed by all present, reinforcing the importance of community, being together, and feeling a connection with God. Reflection areas within classrooms enable children to recall the value of the term and to contribute their own prayers to the display trees. Spirituality is tangible in the forest school activities. These allow children to engage in awe and wonder within the woods while respecting the natural space. Opportunities for children to experience times of spontaneous spiritual reflection are still being developed by leaders.

RE is planned and taught thoughtfully. Leaders are sensitive to the age of children and demonstrate good subject knowledge. The use of the high-quality 'Godly Play' resource deepens children's knowledge of the Bible. This helps to teach them spiritual language while deepening their knowledge of biblical stories. Consequently, children consider how these examples affect their own

lives. Teachers make good use of practical activities to enrich learning about Christianity, alongside a range of religious and non-religious beliefs. Children have opportunities to visit the local church of St Mary to learn about worship for Christians, but they are also developing their understanding of diversity within Christianity. Teachers provide examples of art, music, and cultural food, These are beginning to broaden children's awareness of diversity within a range of religious and non-religious world views. However, they are still developing an understanding of the core beliefs within the religions or views they encounter. Governors are aware of the dedication of teachers but do not yet systematically monitor the quality of RE and the effectiveness of the curriculum. Teachers benefit from the support of professional development from diocesan advisors, who also provide resources to assess RE. These enable teachers to establish that children are making progress while enjoying their learning.

St Mary's is a welcoming and loving school which nurtures young children to be aspiring global citizens.

The inspection findings indicate that St. Mary's Church of England VA Infant School is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	19 October 2023	URN	125183
VC/VA/Academy	Voluntary aided	Pupils on roll	85
Diocese	Guildford		
MAT/Federation			
Headteacher	Lucy Allan		
Chair	Matthew Soden		
Inspector	Helen Crolla	No.	918