

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Weald Church of England Primary School

Vision

A space to learn and grow- working together in the knowledge and love of God to flourish in all that we do.

The Weald Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school is well led at every level. This leadership is characterised by humility, wisdom and compassion.
- Leaders have a deep understanding of their school's context and plan action to meet the needs of their community very effectively. This understanding has led to the creation of a school vision that has considerable impact. It drives everything and is lived by leaders, staff and pupils alike.
- The support for pupils, families and staff is all embracing. A culture of wellbeing is at the heart of the school and adults show a deep sense of accountability for the flourishing of all pupils. The provision for the vulnerable and those with additional needs is a clear strength.
- As a result of the strength of this school vision, pupils have a powerful understanding of responsibility to each other and to the wider community.
- The religious education (RE) curriculum is effective and well led. It has a clear structure and pupils are given a rich range of opportunities to express their understanding.

Development Points

- Build upon the strong foundation fully established to develop an enhanced Christian vision for the future of the school. This is to fulfil the ambition leaders share for the flourishing of the school within the locality and the trust.
- Develop more focussed procedures for RE assessment at key points in the year. This is to enable stronger evidence-based curriculum review and improvement.



Inspection Findings

The deeply embedded Christian vision is the foundation of this school community. As a result, adults and pupils flourish and thrive. The heart of this vision is the idea of a single body with many parts working together. The school's understanding of this is rooted in verses from 1 Corinthians 12. The vision is supported through the application of the school's values. Leaders have shaped the Christian vision around a deep understanding of the context of their school. Their grasp of what their community needs has led to the skilful and comprehensive application of this vision. It has driven their planning and their actions fully and is at the core of this thriving Church school family. The vision has served this school well and the foundations it has helped establish are strong. However, the vision currently lacks the breadth needed to fulfil the ambitions that leaders hold for the future within the local community and trust family. To this end the school is actively and appropriately working with the trust to review and enhance this vision. This community truly does know how to work together.

This school is led well. Leaders act with humility, wisdom and compassion. This sets the tone for relationships throughout. Leaders have established a sense of expectation and appropriate challenge that is underpinned by love and support. Governors actively seek direct engagement with adults and pupils to enhance their knowledge of the community. As a result, they understand the school's context, offering wise challenge and support.

The school's vision is made implicit within the curriculum. The thread of working together runs throughout. The structure for learning is based on enquiry questions that provoke active response. These have been crafted to inspire pupils to look beyond themselves and into the wider world. Themed units offer opportunities for individual and collaborative reflection. Examples include 'what is the difference between surviving and being healthy?', and 'how do we all live together?'. Pupils are required to respond practically and spiritually. This offers opportunities to develop the spiritual understanding that enables them to flourish. Support for those who are vulnerable, and the disadvantaged, stands out as a clear strength. Personalised learning opportunities are planned and evaluated fastidiously. Leaders actively seek to remove barriers to learning and widen opportunities for all to thrive.

Collective worship is described as the 'beating heart of the Weald'. The rich variety of approaches enable pupils and adults to flourish spiritually. The school's vision is effectively explored through a termly focus on each of the school values. This is enhanced by the active involvement of the local church. The parish vicar supports the work of the faith ambassadors in helping to shape worship. Members of the parish also participate regularly through their Open the Book group. Time for reflection is prioritised. The shared approach of 'wows, ows and nows' enables pupils to respond spiritually as individuals to the wonder, challenge and everyday experience of life. Prayer, often led by pupils, has a prominent role. It is valued and is inclusive. Pupils and adults speak confidently about feeling included in worship, irrespective of their beliefs. The community rightly sees this time as an opportunity to be together, grow together and flourish spiritually.

The Christian vision fosters a culture that actively ensures the wellbeing of all adults and pupils. This is an evident strength. Pastoral care runs through the veins of this school. This is modelled strongly by leaders and is mirrored throughout. One leader said that the staff team, 'hold ourselves to account for the flourishing of each child and family'. To that end, leaders ensure that learning opportunities around wellbeing dovetail into the curriculum. This places the values of the school's vision at the heart of pupils' experiences. Their voices are heard by staff and leaders. The prioritisation of professional development underlines how valued the staff are. One member stated, 'This school is based on our three "r's"... relationships, relationships and relationships.' Whilst this view is strongly supported in feedback information, the evidence as seen in daily school life is even more compelling.



One impact of the vision is a resulting culture where pupils understand the concepts of responsibility and justice. Consistent application of the behaviour policy uses the school values as the basis of the approach. Pupils develop a strong understanding of justice as they experience it in action. Alongside this, pupils learn a sense of responsibility to one another. There are multiple opportunities to lead and to serve. Examples include school council, faith ambassadors, playground buddies, health and safety monitors and eco ambassadors. All talents are valued and pupils embrace these roles. One pupil said, 'We are like a family. Working together helps us learn to flourish together.' Using this understanding, pupils look beyond their immediate community. The foundation of enquiry within the curriculum challenges them to apply their understanding to wider perspectives. Pupils engage actively with local issues and are quick to support national campaigns that address issues of social and economic need.

The RE curriculum is strong. Working in close partnership with the diocese, the school have embedded a well-sequenced and balanced provision. The content enables pupils to have the opportunity to understand the diversity and importance of faith. Written work shows that pupils are challenged to reflect and respond to their learning. Pupils are articulate and their engagement demonstrates strong development in their spiritual thinking. Pupils speak positively of RE. One pupil said that, 'it helps me compare my beliefs and decisions with others. It helps me make sense of the world'. The emphasis on enquiry and reflection in RE is central to how it enables pupils to flourish. Teaching is monitored and evaluated carefully by the subject leader, who provides support and training. This ensures that the subject is taught well. Standards are good, building on the rich quality of response that the pupils offer. Assessment procedures impact positively on the experience of learning. Pupils know how to improve their work. However, assessment does not support the development of the overview of the subject to enable leaders to plan improvement as effectively as desirable.

The school has a range of effective partnerships. The local churches provide governance and pastoral support. The school and the diocese work well together in all aspects of the Christian vision. Strong and supportive relationships have been built with schools in the locality. Trust leaders celebrate the progress of this school and understand its context. They provide effective support across all areas of school life and enable leaders to ensure this community flourishes.

Information

Address	Newdigate Road, Beare Green, Dorking, Surrey RH5 4QW		
Date	11/02/2025	URN	142083
Type of school	Primary Academy (formerly Voluntary Aided)	No. of pupils	131
Diocese/District	Guildford		
MAT/Federation	The Good Shepherd Trust		
Headteacher	James Baguley		
Chair of Governors	Andrew Poulton		
Inspector	Trevor Cristin		