



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School, Cobham

Address Lockhart Road, Cobham, Surrey, KT11 2AX

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**

School's vision

To inspire and foster curiosity, guide excellence, grow children of good character, and nurture a love of life to enable them to become everything God intended them to be. Life in all its fullness. (John 10:10)

Key findings

- The school has a clear vision for the flourishing of all which is underpinned by John 10:10. This is lived out by every member of the school community and all staff and pupils know they are cherished. However, there is not a clear shared understanding of the link between vision and the school's chosen values.
- School leaders understand the needs of the community and work creatively to harness support from a range of sources. This means families and individuals receive the support that they require for their social, emotional, academic and spiritual flourishing.
- Religious Education (RE) is well planned, sequenced and taught because of the strong commitment to continuing teacher development. Pupils make good progress because they make strong connections between learning over time.
- Children are powerful advocates for change within their school and local community. The pupil initiated and led 'impact group' has started to effect change within the school. At present there are limited opportunities for pupils to explore courageous advocacy beyond the UK.
- Vibrant collective worship and particularly reflective prayer are woven into the life of the school. At present pupils and staff have limited opportunities to experience the variety of expressions of worship within different Christian traditions in the UK.

Areas for development

- Develop a clear understanding of the theological underpinning of the values that are chosen to support the distinctively Christian vision of the school.
- Establish opportunities for pupils to become advocates for change in the global community.
- Enable pupils and adults to experience Christian worship in different ways so that they develop an appreciation of the diversity of liturgical and other traditions.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Pupils and adults flourish at St Andrew's because the entire school community is 'relentlessly bothered' about living out the clear and distinctive Christian vision of the school. This means that there is no obstacle that the leaders and teachers will not tackle to support a pupil and their family. The biblical underpinning of this vision is understood by all. It leads the school to focus on enabling all to become 'everything God intended them to be'. In recent years the school has joined the Enlighten Learning Trust. Those responsible for governance within these structures are passionate about the centrality of the vision to all decisions. Pupils and parents find it hard to explain the links between the vision of the school and the associated school values. The trust and local governors carefully monitor and review the impact of the vision on the life of the school. As a result, this is a church school where all can grow spiritually and academically. A marked reduction in pupil numbers since the time of the last inspection means that the leaders have faced many challenging choices. Throughout this the vision has been the fulcrum of the life of the school.

Leaders and governors analyse information about pupil performance very carefully. As a result, the ambitious and inspiring curriculum has been re-designed with care and attention to the needs of all. Pupils, including those with special educational needs and disabilities (SEND) make good progress from their starting points, because of these changes. Continuing teacher development is prioritised in the school. This means that the chosen teaching methods foster a curiosity which is at the heart of the vision, and which inspires pupils to want to know more. They delight in sharing their understanding and they are keen to explain their ideas.

Pupils, staff and their families thrive at St Andrews because they are fully known and their needs understood. Leaders work tirelessly to find resources from local and national charities, businesses and private school partners to ensure that these needs are met. The integrated pastoral support team and particularly 'Transforming Lives for Good' mentors ensure that those who are in any kind of difficulty are supported. In order to 'nurture a love of life', the school has developed the 'outside play and learning' (OPAL) strategy. Pupils of all ages use their social times for creative play from dressing-up for karaoke to making three-course meals in the mud kitchen. Staff flourish because they derive pleasure from observing the transformational impact of restorative play upon all pupils, particularly the most vulnerable.

Collective worship is vibrant and planned in close partnership with the local Anglican church. There is a clear synergy in this relationship, particularly in the popular 'Faith Ambassadors' club. These ambassadors create innovative prayer spaces throughout the school and support others to take time to reflect in whatever way is appropriate to them. Clergy are valued members of the school community. Pupils and adults flourish because collective worship allows them time to grow together as a community through reflection on stories from the Bible. During the period of partial school closure there were regular online collective worship opportunities that brought the school together around the vision. At present pupils and staff have limited opportunities to experience the variety of Christian worship traditions within the UK.

Pupils and staff are cherished at St Andrews as they 'become everything God intended them to be'. Leaders monitor the needs of pupils and plan strategically to meet them. Pupils are confident that they are valued for being themselves and they behave well because policies and practices in school are inclusive. Each class has a carefully selected 'ambassador' system that is used to develop oracy and confidence in those who find this most challenging. It achieves its goals and pupils blossom because of the opportunities to stretch themselves. Diversity is celebrated in the curriculum and throughout the school, for example in the annual change and selection of class names. These are chosen to inspire all through a range of diverse role models and pupils talk with conviction about the impact of these people on their lives.

The vision of the school to 'grow children of good character' leads to a clear sense of moral purpose amongst pupils and staff. The book swap stall on the grounds outside the school means that high quality child and adult texts are available to all regardless of financial means. Parents value the integration of the 'building resilience in today's environment' (BRITE) Box scheme into the life of the school which means that families are supported to share a healthy meal. The

pupil initiated ‘Impact Club’ has a passionate membership who have clear plans to make a difference in their school and community. Although COVID-19 has limited some of their opportunities, it is clear that they are already advocating for change; for example, new recycling projects and charity bake sales. There are limited opportunities for pupils to explore courageous advocacy beyond the UK.

Pupils are inspired to be curious about the world because of the well-planned and sequenced religious education (R.E) curriculum. Lessons are a safe space in which pupils can express their opinions. ‘There’s no wrong answer, you just have to explain why you think what you do’ (Year 5 pupil). The highly experienced subject leader cascades her knowledge to other staff through carefully crafted training in association with diocesan support. Teachers engage pupils because of this expert knowledge and the work of pupils shows that they know and remember more about a range of worldviews.

The confident and curious pupils of St Andrews are a testament to the way in which the adults inspire and nurture them to live ‘life to all its fullness.’

Contextual information about the school

Date of inspection	4 May 2022	URN	143626
Date of previous inspection	21 April 2015		
School status	Voluntary controlled primary school	NOR	274
Name of MAT/Federation	Enlighten Trust ELT		
Diocese / Methodist District	Guildford		
Headteacher	Bethan Willetts		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector’s name	Elizabeth Jeanes	No.	981