

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Waverley Abbey Church of England Junior School			
Address	Tilford Street, Tilford, Surrey, GU10 2AE		
Date of inspection	7 February 2020	Status of school	Academy inspected as Voluntary Aided The Good Shepherd Trust
Diocese / Methodist District	Guildford	URN	125232

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Waverley Abbey is a junior school with 507 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Two years ago the school became a member of a local multi academy trust (MAT). A new executive headteacher and head of school have been appointed.

The school's Christian vision

Every member of Waverley Abbey is a child of God who learns to live a life of love, compassion and hope within our school family on their way to fulfilling their God-given potential. We want children to leave having grown in faith and courage and established on their spiritual journey.

'All things are possible for one who believes.' Mark 9:23

Key findings

- The strong Christian leadership from the head of school creates a drive to ensure the school nurtures and educates the whole child. Each individual is supported to become the very best they can be.
- The school's Christian vision and values, whilst relatively new, enable the school family to live well together, showing respect for each other.
- Collective worship has an importance across the school and impacts positively on both pupils and adults. However, there are limited opportunities for pupils to pray and reflect, as well as often being unable to express the value of these on their own lives.
- The increasing partnerships with parish clergy are very positive. The whole school community are benefitting from their more frequent presence in school.
- Pupils are inspired by religious education (RE). They relish discussing their own ideas and exploring a range of religions. However, planning for spiritual development within RE and across the curriculum needs more clarity.

Areas for development

- Develop a clear definition of spiritual development that is understood across the school community which supports pupils on their spiritual journey.
- Create opportunities for pupils to develop greater use and understanding of prayer and reflection.
- Develop links with churches or schools globally in order to give pupils opportunities to link with communities different to their own.

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

The head of school and the executive headteacher, both of whom are relatively new in their roles, work closely together. They, supported by other members of the senior leadership team and the local governing committee (LGC), have enabled it to continue to develop as a Church school. The head of school is passionate about ensuring that each pupil is regarded as an individual, a child of God. Pupils are given support to help them achieve and flourish. The newly worded Christian vision and the associated values are enabling this school to move forward on its journey. All members of the school community were involved in deciding upon the five new Christian values. There are firm plans in place to explore these creatively during collective worship over the course of this academic year. This process has already begun and pupils are able to reflect upon some of them and relate them to their own lives. All staff members are using the values during classwork and when discussing aspects of behaviour and relationships. 'All things are possible for one who believes,' has been wholeheartedly embraced by the school community and is used by many throughout the school. This is clearly underpinning the present and shaping plans for the future in ways that pupils and adults are able to grow. Compassion, love and care for each pupil and adult are evident throughout the school. Staff feel valued and supported. The LGC have ensured that the recommendations from the previous denominational inspection have been addressed. Membership of the MAT enables them to participate in a wide range of training courses for all staff. Members of the school are receiving support, as well as supporting other schools within the Trust. This provides opportunities for senior leaders to develop their own Church school leadership skills.

The school has developed a broad and balanced curriculum. This, alongside the school's development plans, is shaped by the school's Christian vision and the desire for pupils to fulfil their God given potential. Most striking about this school is how the leadership team and class teachers are developing and adjusting the curriculum so that it is relevant and accessible for all pupils. They ensure that there are a wide range of experiences on offer to every pupil. This is enabling them to flourish in all aspects of their personal development. Pupils' academic progress is in line with national averages. The school's leadership have organised an impressive booster programme which supports all pupils. There is some progress in pupils' spiritual awareness, although the school does not have its own clear and secure understanding of spiritual development. There is an array of opportunities for pupils to increase their learning through questioning, discussion and listening. The school's Christian vision clearly enables pupils to think about challenging themselves and developing their resilience. The introduction of a resilience programme has benefitted many pupils. The school's challenge award for Year 6 pupils is excellent. It allows them to gain or improve their skills in a variety of genre and to challenge themselves in areas they would not have previously considered.

It is evident that the ethos of this school is for everyone to aspire to be the best they can be and to support one another as members of a family. The school effectively supports pupils in developing an understanding that they can make a positive difference by addressing, for example, issues of equality, difference and diversity. This is an area in which the school is rightly proud of its pupils. There are many examples where pupils have found ways to support people or charities about which they feel strongly. As a school, led by the worship team, they raised money for toilet twinning in Uganda and Zambia. Although pupils have some understanding of how people live their lives throughout the world, this is not fully developed. They have some knowledge of the exploitation of the natural world and show an understanding of injustice and inequality.

Pupils' behaviour in classrooms and around the school is exemplary. Relationships between all members of the school community are very good. Alongside developing their own resilience, pupils support one another, treating others with dignity and respect. They are able to speak about the importance of forgiveness and reconciliation and feel safe to seek support from other pupils and adults in school. Leadership have invested in staff who are able to support pupils' mental health and wellbeing. There are also strategies in place for assisting the wellbeing of adults. Pupils are keen to be members of groups, in particular the school council, the worship team and the eco committee, who all take an active part in making changes to the school, its pupils, staff and the wider community.

Pupils enter the hall for collective worship in a calm and focused manner displaying an understanding that this is a special time in the school day. The worship team has recently embellished the door leading into the hall with

Christian symbols, which has enhanced the impact of collective worship being a special time of the day. Pupils and staff, should they so wish, have time to pray and reflect. Pupils listen to or watch an enactment of a Bible story, often alongside considering one of the school's Christian values. They are then able to explore the relevance of these to their own lives and those of others around the world. Pupils respond well and are engaged by the range of people from the school or the local parishes who lead acts of worship. Pupils walk from school to attend services in the local church on a few occasions during the school year. They speak with pleasure about these times and what they mean to them.

The RE leader works effectively in developing the planning of this subject. She attends training run by the diocese and the MAT. In turn she leads at least one staff meeting each term and, due to her own high level of knowledge of the subject, offers continuous support for teachers. This is helping to strengthen staff confidence in teaching RE. She is developing a range of ideas for learning and teaching. Since taking over the lead she has introduced formal assessment, collating and analysing data, which is enabling her to establish the progress pupils make. Pupils engage well with RE lessons and are developing an understanding of a range of world faiths.



The effectiveness of RE is Good

The leadership and teaching and learning of RE are good. Lessons and books are regularly monitored by the subject leader and members of the senior leadership team. The data available from the last two years shows that pupils achieve in line with national expectations and make progress. Support is given to vulnerable pupils and those with learning difficulties so that they making progress in line with their peers.

Head of school	Rebecca Marshall
Inspector's name and number	Sally Jenkins 913