

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Busbridge Church of England Junior School

<b>Address</b>	Brighton Road, Godalming, Surrey, GU7 1XA		
<b>Date of inspection</b>	8 May 2019	<b>Status of school</b>	VA Junior
<b>Diocese / Methodist District</b>	Guildford	<b>URN</b>	125186

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

#### School context

Busbridge is a junior school with 240 pupils on roll. The majority of pupils are of white British heritage. Very 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. There have been significant changes to the governing body, the senior leadership team and staffing since the previous inspection.

#### The school's Christian vision

To be a school that reflects the love of Christ : cherishing each other as unique individuals and challenging all to achieve and succeed.  
"Cherish & Challenge"

#### Key findings

- The new Christian vision is being lived out in the quality of the relationships and the education pupils receive. Pupils and adults are cherished for being the unique person God made and are challenged to be the very best they can be.
- The headteacher is passionate about the school, its pupils, staff and parents and is supported by a strong and equally dedicated deputy. Their leadership is enabling all pupils and adults to flourish.
- RE and collective worship are seen as important elements of the school, enabling pupils and adults to live well together with dignity and respect.
- Regular enrichment activities, which all pupils have access to, make a positive contribution to their wellbeing and confidence.

#### Areas for development

- Enable the whole school community to gain a deeper understanding of the use of prayer and reflection. This will allow them to recognise its value in both formal and informal contexts.
- Strengthen global partnership links to schools in different parts of the world so that they are mutually beneficial for pupils.
- Governors to further develop their systems of monitoring and evaluation so that they are rigorous and effective.

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 school's Christian vision has recently been revisited, ensuring it fits in with the school's context in today's society. Pupils, staff and governors use the language of 'cherish and challenge', displaying an understanding of its relevance to their lives. The headteacher is passionate about supporting all pupils and adults within the school, treating and respecting everyone for being who they are. Through his Christian leadership, and supported by his leadership team and governors, the school's vision is enabling all to flourish. Adults within school understand the importance of it being a Church school and there are several opportunities for training to further develop their understanding. Governors monitor and evaluate aspects of the school, including RE and collective worship, and are aware there is room for improvement in the rigor and effectiveness of their systems. The school and the church have a strong, positive partnership. Both the headteacher and the rector see the importance of working together and are able to give many examples of how this happens. They are seeking additional ways to make this partnership even stronger and mutually beneficial. The school's governors and leaders have addressed the areas for development from the last inspection.

Since the arrival of the headteacher, the school's curriculum has developed to ensure it is tailored to meet the needs of groups of pupils. It now includes a range of exciting and challenging activities. The school leadership are rightly proud of the introduction of 'double days'. Pupils speak with enthusiasm about the engaging activities and the difference they have made to their learning. They show age appropriate skills in questioning, listening and responding, often displaying thoughtful and carefully considered viewpoints. Pupils' progress across all subjects is in line with or higher than national averages for all groups. Barriers to inclusion are reduced through targeted interventions.

The leadership team works hard to enable each pupil and adult to strive to be the best they can be. The new vision is helping pupils articulate this and sets a framework for how they live and behave. Pupils display a desire to help others less fortunate than themselves and consequently a variety of charities are supported by the school. The School Council, and other pupils, are able to suggest charities that are of particular importance to them. Pupils are developing an understanding of the impact humans are having on the natural world. They are particularly aware of pollution in the sea caused by litter and plastic and are able to suggest some actions they could take to lessen the problems caused to the environment. The school have had a link with a school in Zimbabwe for several years. Although pupils are aware of this and have raised money for the community, there is not a clear indication that this is developing pupils' global awareness. The school's leadership are considering ways to improve their global links, ensuring they are highly valued and regarded as a mutually beneficial relationship.

Relationships within the school are particularly strong and supportive for all the school community. This can be attributed to the school's vision and the example of care set by the headteacher. He takes a personal interest in each person, ensuring they feel valued and cherished, whilst challenging them to achieve and conduct themselves appropriately. Consequently, behaviour within the school is good and pupils and adults look out for each other, regardless of their year group or the role they have in school. The mental health of pupils and adults is taken seriously with various support networks put in place. Pupils and adults are able to voice their worries and concerns knowing that they will be listened to. Parents comment on the work of the staff, 'going above and beyond' what might be expected. There is particular praise from adults for the headteacher and deputy headteacher who work relentlessly to find appropriate solutions to difficulties.

The inclusive and caring nature of the school's staff and pupils results in each person being treated with dignity and respect. There is an understanding that everyone is part of the school community and as such loved for being a unique individual. Incidents of bullying are rare and are quickly dealt with. Pupils speak of being accepted for who they are and feel safe at school.

Collective worship is an important part of each day. Acts of worship are generally for the whole school together and held in the school hall, often led by members of the senior leadership team. For important dates in the Christian calendar, worship is celebrated in the church. The rector or another member of the church leads collective worship once a week and the pupils speak enthusiastically about these. Pupils enjoy worship and particularly those occasions when they are able to be involved in proceedings. Pupils are able to ask to lead worship if they have a cause or

information they would like to share. There are opportunities for stillness and prayer and some pupils value the time for reflection. Other than in worship pupils are unsure as to other times and places they can pray. The senior leadership team are aware they could further develop prayer so that it is seen as a natural and valued part of the culture of the school. Pupils are gaining an understanding of the Trinity and the Eucharist through their RE lessons and during worship. There is evidence that collective worship impacts the lives of members of the school community. The majority of staff are able to articulate their understanding of spirituality. There are plans to thoroughly embed this, as well as increasing pupils' use of the language associated with, and understanding of, their own spiritual journey.

RE is exceptionally well led by a specialist subject leader who teaches the lessons throughout the school. The engagement of pupils in RE lessons is particularly impressive. Lessons are inspiring due to their engaging and innovative approach. As a result of this pupils have a secure knowledge of Christianity and are able to discuss a range of religions. When discussing theological and philosophical ideas they display a notable confidence and understanding. The RE leader works with local schools and attends network meetings where she actively shares in discussions. She is part of an online discussion group for RE teaching and attends national events. The school meets the statutory obligations for RE and collective worship.



**The effectiveness of RE is Excellent**

Teaching and learning of RE is highly effective, challenging and supporting pupils' exploration of religious beliefs and practices. Regular school monitoring by senior leaders consistently grades a high proportion of lessons as better than good. Clear marking and regular assessment procedures ensure that all pupils, including those with learning difficulties and the most able, make good progress. Standards in RE are similar to that of other subjects in the school and in some cases, particularly for vulnerable pupils, can be seen to be better. There is a real sense within the school of enjoyment in RE lessons and this is enabling many to flourish academically in this subject.

Headteacher	Richard Catchpole
Inspector's name and number	Sally Jenkins 913