

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Surrey Hills All Saints Primary School

Vision

Together we nurture, grow and flourish.

'We are a school with a safe canopy which allows every student to flourish as a unique individual knowing they are welcomed, valued and loved by God (Matthew 13.31-32). We are a school with a growing trunk, growing together in spirituality, relationships, knowledge and wisdom (Psalm 1.3). We are a school with wide roots reaching out into our local community and the world around us, allowing the soil of discovery and to nurture our growth (Jeremiah 17:7-8). We are Surrey Hills All Saints, and together we nurture, grow and flourish.'

Surrey Hills All Saints 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

- Surrey Hills All Saints is a place of welcome and belonging. Leaders and staff at every level work together to nurture pupils; they are proud to hold this responsibility.
- Strong partnerships between church, school and The Good Shepherd Trust unite each in their mission to be a safe canopy under which the community can thrive.
- Leaders have created a vision that allows the expanding community to live well together. This is because they share their drive to serve in a humble and inclusive manner.
- Collective worship strongly underpins the Christian values and prayer is seen as central to the life of the school. Thoughtful adaptations are made to worship to bring an understanding of the wider world to this village school.
- Spiritual development is regarded highly at this school. Pupils are provided with time and space to wonder and form opinions. Challenges are viewed as possibilities by pupils and adults alike.

Development Points

- Embed the new vision to maximise its impact, enabling adults and pupils to flourish.
- Review RE provision to ensure the curriculum themes beyond Christianity are fully explored. This is in order to deepen pupils' knowledge and understanding across the breadth of topics in the subject.



Inspection Findings

The new Christian vision at Surrey Hills All Saints informs decision making. Leaders at all levels worked in partnership with the church to create a vision that serves the community. They thoughtfully evaluate how actions they plan enable them to ensure adults and pupils are nurtured. Parents and partners have confidence in this vision. The image of the copper beech tree, from the village green, provides meaningful roots for the vision. In this way it brings the community together and gives them a sense of identity and pride. The vision is in the early stages of being embedded. As a result, the full extent of its impact on adults and pupils is limited. Parents report positively of the changes they have seen since the introduction of the vision. The local committee and the Good Shepherd Trust leaders know the school well. The trust vision of being 'better together' and 'one body, many parts' supports the school's individual distinctiveness. Local committee members understand how the vision guides leaders' actions and provision for the pupils. Their monitoring ensures the vision is relevant to the school's context and shapes future developments.

Pupils enter and participate in collective worship with reverence. Worship is well supported by the local church. Adults leading collective worship skilfully weave in the vision and values. They make thoughtful adaptations to ensure new members of the school community are included. Worship is also modified to include key themes from the school calendar. For example, during mental health week, staff link in questions for pupils to wonder about good thoughts for heart and mind. This is based on the Bible story for the day. Adults and pupils see collective worship as a special time to be quiet and talk to God. In this way the school provides opportunities for the community to grow spiritually. Pupils enjoy leading the school each day in prayers they have written and take this important role seriously. Leaders provide reflection questions to take back to class. This means the impact of worship continues beyond the daily time the school spends together. This allows time for pupils to grow spiritually and consider their own views and beliefs.

The vision, modelled by leaders with humility, sets the standard that this is a place where people are treated well. At this school people are known for their individual talents and needs. This starts at trust level and is evident in relationships between adults and with pupils. Strong relationships mean pupils are encouraged to give of their best as individuals and as a school. Leaders take time to get to know families when they join the school. Consequently, specific needs are addressed quickly, aiding wellbeing and mental health. This is demonstrated in the benefits seen through volunteers reading with pupils, bringing the additional comfort of their pet dog. Likewise, there is effective mentoring, which provides targeted support. Staff are also valued and nurtured by leaders, allowing them to grow and thrive.

In RE lessons, pupils demonstrate a strong knowledge of Christianity. Lessons are informative and progressive. Staff receive training that instils confidence, giving pupils a broader perspective of the subject. They make links between Bible stories they have been taught and themes they are studying. Pause days for celebrations, such as Easter, allow pupils to engage in new and deeper ways. Pupils participate in discussion keenly and share their opinions with confidence. They recognise the importance of Christianity in developing them to be respectful citizens in the future. Leaders organise visits to places of worship to bring learning alive for pupils.

There is a thorough process in place for the monitoring of RE, which supports the subject in moving forwards. The training and updates, provided by the diocese, ensure leaders are well-informed of developments in the subject.



School and trust leaders, the local committee and staff play a valuable part in making sure planning covers a range of themes. However, some areas of the RE curriculum, such as worldviews and religions, are less developed.

The opportunities pupils are offered both in and outside of the classroom allow them to flourish personally and spiritually. The curriculum and extra-curricular activities are shaped to ensure the interests and needs of the growing community are catered for. Outdoor learning instils excitement and an eagerness to find out new things. Engaging with the environment and reflecting on the wonder of the world comes naturally to pupils as adults share creation's beauty. Asking and answering questions are encouraged and supports pupils' spiritual development. This means that pupils can take time to be thoughtful and reflect inwardly and look outward to help others. Leaders regularly evaluate the curriculum to maintain ambition for their pupils. Likewise, trust leader visits demonstrate partnership working to develop the curriculum. In this way leaders live out the vision to secure growth in knowledge and wisdom. Adults are keen to work together to nurture pupils in their development as learners and in their wider lives. Training and planning are shared. As a result, this supportive collaborative practice enhances pupils' learning experiences.

Pupils know how to live well together as seen in the local partnerships the school has built. Parents see the school as a place which can be relied upon, rooted in the community. At this school pupil voice matters. They are proud to be able to change their community to make it 'bigger and better' and are keen to make a difference. Pupils profit from relationships with church leaders and local volunteers who support their wider development. Parents value the way they and their children are known, encouraged and nurtured. Six key Christian values are celebrated and many opportunities are provided for pupils to take on responsibility. Pupils' engagement in a number of projects illustrates how they help others and the environment to grow and flourish. Opportunities such as eco council and being Leading Lights allow pupils to be responsible, express their talents and nurture others. Leaders at trust and school level are outward facing, sharing the talents of staff for the benefit of others in the trust. The school also recognises and responds compassionately to local issues. Changes the school has experienced are viewed as an opportunity to build new partnerships, for example, the choir singing at local societies.

Information

Address	School Lane, Westcott, Dorking, Surrey, RH4 3QF		
Date	5 February 2025	URN	146483
Type of school	Academy	No. of pupils	125
Diocese	Guildford		
MAT/Federation	The Good Shepherd Trust		
Headteacher	Jacky Fyson		
Chair of Governors	Debbie Aston		
Inspector	Kate Penfold-Attride		