



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frimley Church of England Voluntary Controlled Junior School	Frimley Green Road, Frimley Green, Camberley, Surrey GU16 6ND
Current SIAMS inspection grade	Outstanding
Diocese	Guildford
Previous SIAMS inspection grade:	Good
Local authority	Surrey
Date of inspection	30 September 2016
Date of last inspection	14 September 2011
School's unique reference number	125152
Headteacher	Helena Griffiths
Inspector's name and number	Andrew Rickett 201

School context

Frimley is a larger than average size junior school with 322 pupils on roll. It is set in a residential area. It receives children from seven local infant schools. The number of pupils with learning difficulties and/or disabilities is broadly in line with the national average. The majority of pupils are from a white British heritage and favourable socio-economic backgrounds. Attendance is above the national average. The school has close connections with two parishes.

The distinctiveness and effectiveness of Frimley as a Church of England school are outstanding

- Children openly share their views on matters of faith and belief in an environment that values each child.
- Acts of worship make a significant contribution to the children's understanding of Christian values and how they make a difference to their everyday lives.
- Leaders and managers are committed to the development of the school as a church school and have ensured that it has made significant progress since the previous inspection.

Areas to improve

- Ensure that the whole school approach to high quality opportunities to develop a personal spirituality is consistently embedded across the school.
- Create opportunities across all areas of the curriculum for children to engage in questions of meaning and purpose that contribute in greater depth to their growing spiritual awareness.
- Develop innovative ways that capture the children's responses to questions and discussions so that their thoughts and ideas are celebrated.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's core values are well embedded into the life of the school. They make a significant contribution to the high quality of relationships throughout the school community and a positive impact on the children's learning. Six values, including love, honesty and respect, were chosen in 2013 in a consultation involving children and adults. Children are clear that the values have a central place in the life of the school. 'Our values make us a church school' is a typical comment from children who explain that the way they behave shows that the values are integral to school life. Children have an excellent grasp of how these values 'work at different levels'. They describe how love can mean 'many different things' and change as they get older. They talk about the moral responsibility that love entails and give convincing arguments that show this in action. For example, they talk about 'deep down love' that never gives up – 'even if something went really wrong, you wouldn't give up on them'. Children explain how the values link with each other and work at their best when connected. Children are very clear that these values are based on Christian teaching and specifically in the teaching of Jesus. The Christian character is outstanding because of the depth of understanding that children have of values and the significant impact they have on their learning. Children do well academically, make good progress and attain standards that are at least in line with national expectations. The school has developed its understanding of spirituality. A revised definition was introduced in September 2016 following the introduction of a framework for spirituality in the summer term. This is helping to identify opportunities in lessons to explore a spiritual dimension to the children's learning. The use of 'windows, doors and mirrors' as an approach to spiritual development is giving children the language to explore their own spirituality. They are developing the ability to reflect on their experiences and learn from them so that they make a difference to their lives. This approach is currently working well in religious education (RE) where, at its best, it enables children to respond to thought-provoking questions with considerable insight. These opportunities are not yet of a consistently high quality across the school and have yet to be explored in all areas of the curriculum including RE. Similarly, how best to capture the children's comments and responses in an effective way has not been resolved. Relationships throughout the school are of a high quality. Children and adults treat each other with respect. Spiritual, moral, social and cultural opportunities are strong. Children have a growing awareness of the diverse nature of British society and that Christianity is a worldwide religion.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because children have an excellent understanding of the relationship between the Bible messages they hear and how values, based on the teachings of Jesus, have meaning for them today. They refer to the core values as being 'Frimley values' but say that they are Christian values because the school is part of the church. Acts of worship are thoroughly planned around the core values and closely linked to Bible stories with a weekly focus that allows for each value to be explored in greater depth. Provision for worship has improved since the previous inspection. There is greater emphasis on core values and 'Peace days' help children develop the ability to reflect and think about the meaning of national commemorations such as Remembrance Day. A series of Easter activities, culminating in a service at one of the parish churches, helped children become more aware of the real meaning of Christ's death and resurrection and reflect on its significance to Christians. Children have a mature understanding of prayer and have good opportunities to pray throughout the school day. They explain that prayers are 'open to everyone' and that 'God listens to everyone whether you believe or not'. They are adamant that God treats everyone equally and cares for all regardless of who they are or where they come from. Older children are developing their understanding that prayers aren't always answered as they might want. They explain that prayers in school can be said by everyone whether they have a faith or not but, 'as long as you are respectful, you don't have to join in'. Children are developing their appreciation of the nature of the Trinity. There are opportunities for them to explore its meaning in acts of worship but this aspect has not been fully explored. Children talk about God as Father and Jesus as Son. They talk with more hesitancy about the Holy Spirit. Collective worship is thoroughly monitored in processes that involve children as well as adults. Children have further opportunities to lead and plan worship through class worship and plan church services.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school has made excellent progress since the previous inspection in developing a Christian ethos that has greater meaning and purpose for the school community. The headteacher has ensured that the Christian vision has grown through its core values and a more explicit approach to developing a personal spirituality. She is fully supported by other senior staff including the leader for RE and collective worship. Together their commitment has enabled the school community to create a vision that meets the academic and personal needs of all children in the school. Governors share this commitment and have a good grasp of the strengths and areas to improve as a church school. Self-evaluation as a church school is excellent. There are robust procedures in place to regularly gather high quality evidence of the impact of the values, collective worship and RE. This evidence is scrutinised and from it further areas for improvement are identified. The RE leader ensures that developments in church school distinctiveness are shared with all staff through regular meetings and training events. Governors have contributed towards this process through learning walks when they gather evidence. Local clergy are a part of this process and regularly contribute to monitoring and evaluation and ideas to further develop the Christian ethos. The school has close links with two parish churches and celebrates major Christian festivals in them. Both parish vicars recognise that the Christian ethos has become more overt and that children have a greater ability to reflect on the meaning of faith and belief. The youth minister regularly leads an act of worship and is well known to the children and their parents. Parents say that their children are inspired by her acts of worship in school. There are good links with both church communities too whether through after-school clubs or visiting the churches as part of RE lessons. Parents say that the 'big thing' about the school is the values. They explain how the values are universal as they help their children flourish as individuals in a nurturing environment. They say that the school gives their children opportunities to ask questions about faith and belief so that they can make up their own minds. The school meets statutory requirements for RE and collective worship.

SIAMS report September 2016 Frimley CE VC Junior School Camberley GU16 6ND