



Guildford Diocesan Board of Education



Education Centre
The Cathedral
Guildford
Surrey GU2 7UP

Tel: (01483) 450423 Fax: (01483) 450424
Director of Education: Mr. Derek Holbird, M.A., Cert. Ed.

Dear Parent / Carer

Statutory Inspection of Anglican Schools SIAS

It is my pleasure to commend to you the SIAS report on the school your child/children attend. All Church of England schools are inspected under statute as set out in Section 48 of the Education Act 2005.

A SIAS inspection takes place every three years as does an Ofsted inspection. The inspection process sets out to answer a set of key questions designed to evaluate the extent to which Church schools are “distinctively and recognizably Christian institutions¹”. It uses the same grading system as Ofsted:

- | | |
|---|--------------|
| 1 | outstanding |
| 2 | good |
| 3 | satisfactory |
| 4 | inadequate |

Church of England schools provide education for those of Christian faith, other faiths and no faith. They have a clear emphasis on meeting the needs of **all** learners.

I hope you will find this report valuable in understanding how effective this school is as a Church of England school, what it does well and how it can further improve.

I also want to take this opportunity to strongly affirm and endorse the quality of provision made by all Church schools in Guildford Diocese. Very little public credit is given to the superb way in which all schools are rising to the challenge of implementing a whole range of new policies and processes in a climate where education is constantly changing and adapting. Great credit is due to headteachers, teachers, support staff and governors for their on-going commitment and professionalism.

With best wishes

Derek Holbird

Derek Holbird
Diocesan Director of Education

¹ Lord Dearing, *The Way Ahead: Church of England Schools in the new millennium*, 2001



Long Ditton St Mary, Church of England Aided, Junior School

Statutory Inspection of Anglican Schools

Inspection Report

Type of School	Junior	School address	Sugden Road
Status	Voluntary Aided		Long Ditton
Unique Reference Number	125180		KT7 0AD
Diocese	Guildford		
LEA	Surrey		
Date of last inspection	October 2001	Headteacher	Mrs S Woods

Inspection date 24th January 2007
National Society Inspector Mrs J Babb (NSI 139)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character. The inspection process follows a similar pattern to the new Ofsted inspection format.



Diocese of Guildford

Diocese of Guildford

Description of the school

Long Ditton St. Mary's CE Junior School has six classes and is a popular school. Although pupils are drawn from a wide area, most live close enough to walk to school. Most are White British, with a minority from other ethnic groups.

Summary Judgement

The distinctiveness and effectiveness of Long Ditton St Mary's as a church school are good. The close relationship between the school and the church, through the foundation governors, gives it a Christian ethos in which all pupils are enabled to flourish.

Established strengths

- A distinctive church school ethos in which pupils flourish as individuals
- The dedicated leadership of the headteacher, ably supported by the staff and governors
- Good spiritual, and very good moral, social, and cultural development of pupils
- Careful stewardship of the building and grounds

Focus for development

The governors, led by the foundation governors, should:

- Set up a working group to plan, monitor, and evaluate Acts of Worship
- Work with the headteacher and Religious Education co-ordinator to sustain and extend the recent commendable development of the subject

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The ethos of the school is welcoming, with Christian values, such as inclusion and respect, underpinning all that happens day to day. Pupils enjoy being at school because they feel secure physically and emotionally (good security measures; clear expectations of behaviour). Good academic progress is made over the Key Stage. Pupils of all abilities and backgrounds benefit from the interesting curriculum and extra-curricular activities. Since the last inspection, a policy and cohesive programme for spiritual, moral, social and cultural development have been developed. The pupils' moral, social and cultural development is very good, as evidenced in their strong sense of right and wrong, commitment to the good of others (missionary fund; links with the elderly), and an interest in their heritage. Spiritual development, as witnessed in displays, in acts of worship, and in the reflection corner, is good. Staff model good relationships for pupils, who behave well. Parents are very supportive and appreciative of the school, citing examples such as the special care provided, and the opportunities for music ('It's tops') as reasons for their great satisfaction.

The school, through its distinctive Christian character, is good, and in some areas very good, at meeting the needs of all its learners. Grade 2.

What is the impact of collective worship on the school community?

Worship is important to pupils (One said 'We feel like a family in the hall'). The programme is planned by the headteacher, who is Worship co-ordinator. On most days staff lead assembly. Pupils enter quietly. There is a screen for a focal point, but its purpose is not always clear (pupil interviews). The leader outlines the theme, with suitable visual aids, and pupils may be asked to help. All staff and pupils join in the singing. The choice of story (e.g. Chinese New Year) aims to include everyone. Appropriate prayers are reverent, though there is limited time for reflection. At the end of the worship, announcements are made. These are intrusive, and pupils leave the hall noisily because the atmosphere has changed. Pupils say the Rector's assemblies are well-planned and long-remembered ('they are fun'). They enjoy saying 'The Lord's Prayer', the clear lesson drawn from the story, and the use of the overhead projector to help them with responses. The link between the school and church community is underlined by the Eucharistic service when 'everyone who has taken first communion as well as staff and parents go up' (pupil interviews).

The school meets the statutory requirement for collective worship

The impact of collective worship on the school community is good. Grade 2.

***How effective is the religious education?**

Since the last inspection, the new Co-ordinator has made good progress in addressing the issues raised. Resources, both IT and artefacts, have improved through increased funding. There is progression in work-books, as pupils move from year to year. Planning is careful with both Attainment Targets reflected. The recent re-organisation of teacher responsibilities, has enabled all pupils to enjoy the subject as it is taught with enthusiasm (pupil interviews and questionnaires). Staff share planning across the Key Stage, guided by the Co-ordinator. Christianity, with references to Anglicanism, is the predominant religion studied. The atmosphere created by teachers is inclusive for pupils of all faiths and none. Although differentiation is usually by outcome, some writing tasks are graded for pupils of differing abilities. Pupils are unsure as to why they do not receive grades for classwork, and the school is seeking to address this. Links with spiritual, cultural and moral development are good. Governors visit Religious Education lessons. Foundation governors have not hitherto seen this as their special responsibility, so monitoring and evaluation is not yet systematic.

The school meets the statutory requirements for teaching Religious Education

The teaching of Religious Education is good. Grade 2.

How effective are the leadership and management of the school as a church school?

The dedicated leadership of the headteacher, loyally supported by the governors, is a great strength. Documentation from both the governing body and the school promotes the Christian foundation and makes the links with the parish church and the diocese very clear (headed notepaper, prospectus, etc). The Rector, with Lay Readers, leads assembly regularly. They are well-known to pupils who regard them as 'members of our big family'. Opinion is often sought from stakeholders; one parent said 'We're consulted on everything!' Pupils' views are sought through the school council, and action follows. Church school aspects (Religious Education, Acts of Worship, etc) are observed, but not yet systematically monitored, by the foundation governors. Prayer is a feature of school life (beginning and end of governors' meetings; staff meetings). The school is proud to be at the heart of its community (lettings to outside groups; Sunday School teachers who work at the school). The headteacher serves on the village fair committee. The PTA has recently funded the ICT suite. Present demand for places is testimony to the efforts of a hard-working team, and pupils say they are 'fortunate' to be at the school.

The effectiveness of the leadership and management as a church school is good, with some outstanding features. Grade 2.



Judgement Recording Form (NSJRF)

This form is to be attached to the main SIAS report and returned to the diocese in which the school is situated and to the National Society.

Name of school: Long Ditton St Mary's CE Junior School

Address of School: Sugden Road, Long Ditton, KT7 0AD

School URN: 125180

Date of inspection: 24 January 2007

NS Inspector's Number: 139

Type of Church school: VA

Number of pupils: 169

Phase of education: Junior

Has Diocesan Quality Assurance been obtained for this report? Yes

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools

(delete appropriate word)