

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pyrford Church of England Primary School

Vision

Rooted in the teaching of St Paul, our vision is shaped by Romans 15:7: “Accept one another, then, just as Christ accepted you, in order to bring praise to God.” As a Church of England school, we are called to embody Christ’s welcome, where every child and adult is valued, included, and nurtured. Through this acceptance we build a community where all can flourish in their God-given potential — academically, spiritually, and socially. In living out this vision, we seek to bring praise to God by fostering curiosity, compassion, and courage, so that our pupils grow into hopeful, resilient individuals who serve others and contribute to the common good.

Pyrford Church of England Primary 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.

Notable Strengths

- The school’s Christian vision is central to the life and work of this flourishing community. A culture of acceptance, care and high expectations enables pupils to flourish, regardless of their starting points.
- The curriculum inspires pupils to grow and develop in line with the school’s vision. Teachers use questioning skilfully to foster curiosity and encourage pupils to think more deeply.
- Collective worship is a valued part of school life. The partnership with the local church is very fruitful. It deepens pupils’ sense of connection in their worship experiences and to the wider life of the church and community.
- Leaders are dedicated to ensuring that the school is a harmonious, nurturing and supportive community. Relationships between staff and pupils are very positive. Pupils and adults treat each other well.
- Religious education (RE) effectively enables pupils to learn about a range of world faiths and worldviews. Thus, pupils have a keen appreciation of the diversity of beliefs within the modern world.

Development Points

- Embed a shared understanding of spirituality and use this to plan opportunities for spiritual development through the curriculum. This is to deepen pupils’ spiritual growth.
- Extend the opportunities for pupils to respond to issues of justice. This is so that they understand how they can act to make a positive difference within the wider world.
- Develop the effective use of assessment to ensure that pupils fully understand how to improve in RE. This is so that they make even stronger progress in the subject.



Inspection Findings

Vision and Leadership

The school community lives out its vision with integrity. School leaders effectively steward the vision so that it continues to strengthen and support the school. They are deeply committed to serving pupils and a culture of high expectations inspires them to thrive. Governors and multi-academy trust (MAT) leaders offer effective strategic support to the school. They monitor and evaluate the vision so that it serves the school community well. Bold decisions by school leaders ensure that pupils, regardless of needs or abilities, have opportunities for transformational experiences, such as through accessible residential. Teachers are supportive and actively focus on equity and equality, ensuring that the diverse community of pupils is enabled to flourish. Adults and pupils are encouraged to persevere. Pupils are taught to be reflective, kind and compassionate. The school environment is aspirational, where individuals can achieve their best. Adults instil values that guide pupils, actively preparing them for their future lives. Staff members are deeply cared for, with bespoke training for their individual roles. Thus, through the vision, adults and pupils are inspired to reach their full potential.

Vision and Curriculum

The school's Christian vision significantly enhances the curriculum, promoting academic and personal growth, and overall wellbeing. Leaders are inspired by the vision to create a curriculum that encourages pupils to be curious and courageous in their learning. Teachers use effective questioning within subjects, such as history and RE, to raise pupils' empathy and compassion. Pupils are encouraged to engage in spiritual reflection through journals. They have thoughtful discussions around themes such as choices, temptation and the journey of life. The school's approach to spiritual development across the curriculum, and a shared understanding of spirituality, is in its early stages. As such, planned opportunities to develop spirituality more widely through the curriculum are not fully developed. Pupils are given effective, tailored support, including those who have special educational needs and/or disabilities (SEND), enabling them to flourish. Extracurricular activities, including languages and music, further enrich the curriculum, allowing pupils to explore new talents and interests. Their horizons are broadened with meaningful opportunities to engage in new learning experiences. School trips play a pivotal role in enhancing pupils' appreciation of their national community and wider culture.

Worship and Spirituality

Collective worship is the heartbeat of the school community and is spiritually enriching. Worship is warm and welcoming so that pupils from a range of religions and worldviews can engage with integrity. Worship areas in their classrooms help pupils to independently engage in times of prayer and spiritual reflection. The strong relationship with the local church yields fruitful results. For example, a rich variety of opportunities for pupils to sing in the church enables them to appreciate the spiritual beauty of music. Through creative approaches to worship, pupils understand how Jesus' teachings can help people to live a happy and fulfilled life. The school ensures that pupils experience a variety of Christian traditions. Pupils and adults are inspired when attending services such as Ash Wednesday, where they powerfully reflect on themes, such as repentance and forgiveness. School worship events that collaborate with the local community enhance spiritual growth and mutual respect. For example, worship initiatives with the local elderly help pupils understand the intergenerational positive experiences that worship can bring. Pupils have opportunities to pray for, and reflect on, global issues of justice. Through these efforts, the school exemplifies how collective worship can be a powerful force for good.

Religious Education

The RE curriculum is effective and enriching. Leaders monitor and evaluate the subject consistently, ensuring that RE has a high profile with academic rigour. Pupils develop a secure knowledge and understanding of Christianity and a range of other religions and world views. For example, pupils explore the diverse ways in which different Christians pray. Pupils flourish in their learning, including those who have additional needs. This is because lessons provide a range of creative and accessible learning experiences. By responding through



drama, art and music, pupils are able to show their understanding in ways that are meaningful to them. Pupils are enthused by engaging in debates. Through these discussions, teachers help pupils connect biblical stories to their own lives. Pupils often use their personal faith and belief experiences to support each other in their learning. Teachers deliver engaging lessons with respect and honesty, encouraging open discussions and acceptance. Pupils respect different cultures and faiths, and engage deeply with ethical questions. They have a strong awareness of how different religions are lived out globally and how they are interconnected. Pupils understand how religious teachings emphasise kindness and compassion. This helps them to see how the vision can be lived out. The well-resourced curriculum includes religious books, artefacts and iconography. These enable pupils to understand more deeply how religious people practise their faith.

The quality of teaching and learning in RE is strong. High-quality training and support from the diocese and local church deepen teachers' subject knowledge. As a result, pupils gain a comprehensive and reflective learning experience. Teachers use feedback and assessment to inform their planning and to understand how well pupils are progressing. However, assessment is not always tailored specifically enough to help pupils understand their next steps in learning.

Vision, Justice and Responsibility

As part of its vision, leaders' desire for pupils to serve and 'contribute to the common good' is lived out. Through effective teaching and learning experiences, pupils have a strong awareness of justice and responsibility. They are encouraged to ask questions such as 'How can I help the community?', promoting empathy and civic responsibility within the school. The school council and digital leaders play active roles in decision-making processes, while pupil forums actively influence the curriculum. Adults are dedicated to ensuring that voices are heard and valued, including the youngest pupils. Pupils are particularly passionate about taking care of the environment. Led by pupil eco-leaders, pupils have a strong understanding of their environmental responsibility and are inspired to action within school. For example, pupils create insightful presentations and posters to raise awareness of the choices people can make to improve environmental health. Pupils raise money to improve their school environment. However, they have a limited understanding of how they themselves can make a positive difference beyond the school community. This is because they do not have sufficient opportunities to act when they see injustice within the wider world.

Vision and School Culture

Leaders create a culture to ensure that the school is a loving and supportive community. Pupils actively share their beliefs and cultures, contributing to a happy and respectful atmosphere. Annual events, like the Christmas and Summer Fairs, are key in building a strong community spirit. Good relationships are central to the highly positive behaviour of the pupils and wellbeing of the adults. Lunchtime activities, where older pupils play with younger ones, develop a sense of belonging. The school's reward system effectively affirms the values and self-worth of pupils by celebrating their achievements through a range of awards. Pupil wellbeing ambassadors support their peers, for example, through raising awareness of healthy eating. This has led to recent improvements in pupils' lunches through the development of a salad bar. This supportive environment extends to the adults. Staff feel part of a close-knit community. Leaders offer meaningful opportunities for professional development, recognising the individual gifts and talents in staff. This enhances adults' wellbeing, motivation and dedication to their roles.

Information

Address	Coldharbour Road, Pyrford, Surrey, GU22 8SP		
Date	6 October 2025	URN	140929
Type of school	Academy	No. of pupils	449
Diocese	Guildford		
MAT	The Learning Partners Church Academy Trust		
MAT Chair	Julia Lamaison		
Headteacher	Gavin Dutton		
Chair of Governors	Julia Lamaison		
Inspector	Andrew Wignal		