

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

### St John's Church of England Primary and Nursery School

#### Vision

In harmony we nurture, inspire, flourish in the name of Jesus, The Good Shepherd.

"I have come that they may have life and have it in all its fullness. I am the Good Shepherd" John 10:10-11

St John's Church of England Primary and Nursery 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 deep commitment to nurture, embedded within the Christian vision, is evident throughout the school. As a result, strong relationships are the bedrock and priority of this loving and united community
- Support for the vulnerable and those with additional needs is passionately valued and effectively delivered. Robust systems of evaluation ensure that resources are used innovatively, and families feel deeply cared for
- At the heart of the Christian vision is a deep understanding of the school's context. Leaders know the needs of their community, and they are relentless in their intent to meet them.
- This understanding has led to a distinctly Christian vision that drives school life. The vision is known and owned by leaders, staff and pupils alike.

#### Development Points

- Establish systematic monitoring procedures with clear focus to assess the success of initiatives designed to improve religious education (RE) provision. This is to ensure that an understanding of curriculum strengths drives future improvement, using plans that are based on clear evidence.
- Ensure that coherent and planned opportunities for spiritual development are included across the whole curriculum. This is to ensure that the spiritual flourishing at the heart of the school vision is fully realised.



## Inspection Findings

### Vision and Leadership

The widespread impact of this school's Christian vision comes from the deep understanding that leaders and staff have of the community which they serve. This has shaped the passionate commitment to flourishing throughout this school. Built on the foundation of nurture, caring relationships that feed personal growth are prioritised. This works alongside a curriculum that promotes a love of learning and aspiration. Underpinning these principles are six school values, including trust, love and resilience. They are applied with a Christian understanding as they are woven into school life. For instance, pupils and adults explore these values directly and deepen their understanding of them through collective worship. The impact of this vision is a strongly shared sense of purpose. 'Nurture, inspire and flourish' drives planned action. Staff rely on these ideas when they relate to others. Pupils know what it is to be nurtured and how to help others to flourish. This sits well with the drive of the Good Shepherd Trust in leading initiatives to empower flourishing across their family of schools.

### Vision and Curriculum

Learning is underpinned by the Christian vision, as the threads of 'inspire' and 'nurture' work together to enable flourishing. Leaders are developing a curriculum that is fun and purposeful. In doing so, they ensure that learning engages pupils and encourages them to look outwards. Trips, visitors and partners, such as local historians, offer a rich range of experiences. The trust supports with collaborative input. The school values are applied frequently in learning, and this reinforces the understanding of pupils. In response to the vision, leaders enable pupils to access their learning opportunities equitably. Additional support is delivered well and its impact thoroughly evaluated. Pupils enjoy learning and they value the wide variety of opportunities offered. There are points in their learning where pupils are challenged to deepen their spiritual understanding. For instance, forest school is used to inspire a sense of awe and wonder. However, these experiences often stand in isolation rather than contributing to a consistent, shared approach across the school. This restricts their full potential to inspire spiritual development.

### Worship and Spirituality

Collective worship is valued by pupils and adults as a time to come together to worship. Based on school values, pupils and adults enjoy a rich balance of singing, celebration, prayer, reflection and drama. They are challenged to apply these values to enable each other to flourish and the school prayer inspires their application in daily life. The meaningful contribution of church leaders has placed this partnership at the core of school life. This leads to additional support from local partner churches and 'open the book' events are a highlight enjoyed by many. Special events inspire both adults and pupils to reflect on their own spiritual journey. These include the Christingle service and the Easter woodland walk based on the stations of the cross. As a result, collective worship is important in school life. Pupils feel included and valued. They embrace the chance to share their ideas and to reflect on those of others. The way in which pupils sing reflects the joy they have in worshipping together.

### Vision and School Culture

The Christian vision creates a culture of care for all by placing nurture firmly at the heart of this school. Leaders and staff act with a deep kindness that is underpinned by purpose. This mirrors the vision of their trust who hold kindness as a core value. Listening is the bedrock of the school's approach. Adults respond by constantly adapting to the needs of their community. They are relentless in their care. As a result, pupils and adults enjoy flourishing relationships widely. Pupils articulate a mature understanding of nurture. They recognise how they are cared for and how to help each other. The support for those who are deemed vulnerable, facing challenges or in crisis is deeply empathetic. A team of experienced professionals oversee this skillfully. They evaluate the impact and plan continued improvement of what is offered. Staff establish a bond of trust with pupils and families that 'scoops them up' in times of need. This reflects the strong sense of belonging across this



community. Consequently, pupils and adults see school as a place of safety where they find the love and support to flourish together.

#### Vision, Justice and Responsibility

A sense of responsibility to others is embedded in this school's culture. The approach to managing behaviour enables pupils to understand that their choices impact on others. As a result, they learn how to consider their actions carefully. Pupils recognise the concept of justice in the way that disputes are resolved. They learn that this community talks and listens to each other and that this informs responses. For example, ideas proposed by the pupil parliament have changed playtime organisation. Pupils see this as an improvement, and they feel heard and valued. Leaders aim to support pupils' sense of responsibility to be outward looking. This was evident at the Harvest Festival as pupils learned about the challenges of food distribution and inequality. This helps to deepen their understanding of local and global challenges. The school is at the heart of this local community and partnerships are important. The school draws on a wide variety of support from organisations in their locality and they actively seek to support others. For instance, the choir visits care homes in the area to sing and Year 6 actively participate in a local act of remembrance. As a result, pupils have a sense of responsibility to others. In receiving, they also learn to give and to enable others to flourish.

#### Religious Education

The school has embraced the RE syllabus developed by the diocese. It provides a rich balance of Christianity and worldwide faiths and beliefs. Pupils are challenged by relevant questions such as 'Who am I and where do I belong?' These shape and deepen their own beliefs. Leaders have moved to structured, weekly sessions of learning. They have worked with the diocese to provide effective support in the time of transition, and this change has gone well. However, leaders have not established a structured system of evaluating the impact of these actions. As a result, the evidence for the progress achieved and the next steps needed for further improvement are unclear. Pupils enjoy RE and they recall knowledge well whilst also valuing the chance to develop their own ideas. They enjoy learning about the beliefs of others, and they show one another respect in how faith shapes the way in which they live. The school uses RE to inspire and widen horizons, in line with their Christian vision. In using regular trips and visits to places of worship, pupils gain a deeper insight into the faith and lives of others outside of this locality.

## Information

Address	Goodwyns Road, Dorking, Surrey RH4 2LR		
Date	19 January 2026	URN	139721
Type of school	Academy	No. of pupils	210
Diocese	Guildford		
MAT	The Good Shepherd Trust		
MAT Chair	Yvonne McLeod		
Headteacher	Kathryn Saunderson (acting)		
Chair of Governors	David Draper		
Inspector	Trevor Cristin		