

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

### St Jude's Church of England Infant School

#### Vision

Inspired by St Jude, we pursue excellence in education, kindness in the community and courage through faith.

St Jude's Church of England Infant 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

- Leaders articulate and sustain a clearly expressed Christian vision that permeates all aspects of school life. This vision is firmly rooted and consistently informs strategic direction, ensuring that decisions and developments are aligned with the school's distinctively Christian character.
- Partnerships between leaders, staff, governors and the church are well established and reflect the shared Christian vision. These collaborative relationships provide a secure framework of support, enabling staff and pupils to grow and flourish.
- A strong sense of care and mutual respect characterises the school community. Grounded in its Christian vision, the school fosters an environment where consideration and compassion are evident, allowing individuals and the wider school community to prosper.
- Collective worship is central to the daily experience of the school and is given high priority. It offers meaningful opportunities for stillness, reflection and the nurturing of personal spirituality for staff and pupils.
- Religious education (RE) is thoughtfully led and delivered through engaging approaches. Pupils demonstrate a secure understanding of a range of world faiths and show genuine respect and appreciation for diversity.

#### Development Points

- Develop and enhance pupils' understanding of justice. This is to enable pupils to reflect and improve their understanding of how actions can make a positive difference.



## Inspection Findings

### Vision and Leadership

The Christian vision gives St Jude's direction and purpose. The biblical underpinning from Jude 1:3 inspires staff and pupils to show courage in the way they learn and behave. Pupils express how the Christian values shape their thinking and actions, through the example of St Jude as a guiding, missionary figure. Leaders, including governors, have shaped this vision with determination since St Jude's became a Church of England school. Federation with the Junior school has resulted in practical and effective support in embedding the vision. Together, they navigated challenges, maintaining a strong focus on the vision. Leaders communicate the vision with clarity across all aspects of school life. They engage all members of the school community extensively, ensuring the vision reflects Christian belief and remains inclusive and accessible. Governors champion the vision and drive its influence in policies and decisions. They monitor its impact through pupil voice and learning walks, making necessary changes. For example, monitoring and evaluation resulted in the establishment of a whole school approach to spirituality driven by the example of St Jude. The school community demonstrates a commitment to positive, respectful relationships. Staff live out the vision by modelling kindness and compassion, establishing clear expectations. This creates a culture where pupils feel safe and valued.

### Vision and Curriculum

The vision inspires staff to pursue excellence in education. It drives curriculum planning so pupils, including those with special educational needs and/or disabilities (SEND), flourish. The curriculum is central to this pursuit of excellence. Pupils are encouraged to show courage when learning, following selected role models such as Rosa Parks. As a result, they build resilience as learners. Leaders embed a thoughtful approach to spiritual development across subjects. Opportunity to 'pause, reflect and wonder' creates meaningful time for spiritual growth. This consistent practice strengthens pupils' curiosity and sense of meaning. Staff know pupils well and respond with precise, personalised support. They use pre-teaching and vocabulary instruction to secure understanding of complex concepts. Effective adaptations enable pupils with SEND to access learning. Pupil conferencing shows that pupils understand themselves and others more deeply. As a result, pupils have developed stronger self-awareness and empathy. Parents recognise the positive relationships within the school as expressions of the school's Christian vision. This focus ensures that the school meets individual needs.

### Worship and Spirituality

The staff consider together how collective worship supports the spiritual flourishing of adults and pupils. As a result, quiet thought often accompanied by music is part of daily worship. Adults value the opportunity to think deeply 'taking a pause' during worship and the school day. Following collective worship, pupils and staff reflect on this and record their thoughts. This promotes frequent opportunities for prayer and personal growth. Staff are actively involved in planning and delivering church services, which contributes positively to their spiritual flourishing. The partnership between the church and school enriches this culture, deepening pupils' spiritual engagement. Clergy maintain a visible and consistent presence, encouraging participation in church life, including holiday activities. Collective worship deliberately affirms that pupils belong to a diverse, inclusive school and contribute to a wider, connected community. Leaders intentionally design worship to respond to the school's context, ensuring relevance and depth in pupils' spiritual experiences. Staff use stories to encourage pupils to consider themselves, others and concepts that extend beyond their immediate understanding. They explore these together, recognising their power to inspire connection and positive behaviour. Leaders draw on parables to shape thinking and guide moral and social decision-making. Class worship areas and the prayer tent provide spaces in which pupils can take time out to be still and reflect. Both make a positive contribution to their spiritual flourishing.



### Vision and School Culture

The vision shapes a nurturing culture grounded in educational excellence, kindness and courage. This promotes fairness, wellbeing and mutual care amongst staff. Pupils build strong relationships and settle quickly into school. Leaders prioritise nurturing each individual through effective relationships. Driven and supported by a shared approach across the federation, leaders embed the vision purposefully. This enables pupils to feel valued. Staff provide timely support, including wellbeing check-ins, addressing emerging needs effectively. Tracking celebrates progress and enables flourishing for pupils. This approach aligns with whole-school practice and promotes pupils' wellbeing. The nurture classroom strengthens provision through strategies that develop self-regulation and resilience. Consequently, pupils model kindness and demonstrate positive behaviours, reflecting the vision in action. Interactions remain respectful and compassionate, demonstrating strong relational practice. Pupils build positive relationships. Leaders focus on nurturing staff through specific approaches, giving them time and supporting them in class. As a result, staff wellbeing is positive and staff flourish.

### Vision, Justice and Responsibility

Through leadership roles, pupils recognise the importance of their voice and show enthusiasm for serving on the worship team and school council. These opportunities, developed across the federation, build pupils' confidence and deepen their thinking. Guided by the vision, pupils demonstrate kindness and compassion within the local community. For example, they support the local foodbank by collecting donations. They engage in litter picking and recycling, linking their actions to creation and God's planet. As a result, pupils show care for others and the environment. They grow in understanding of their place within the community and are beginning to develop a deeper understanding of justice. Governors contribute meaningfully to building community and responsibility. For example, they nurture partnerships with families, inspiring collective responsibility. This united commitment strengthens relationships. Through a shared Christian vision, these partnerships support a cohesive community. The school promotes justice and responsibility, working with charities driven by pupil needs, such as fundraising for diabetes. Pupils reflect on right and wrong and are developing a growing sense of responsibility. However, they are not confident in identifying injustice and knowing how to initiate meaningful change.

### Religious Education

Collaboration ensures that RE is a strength. Leaders, with the support of diocesan training have implemented a well-sequenced curriculum. The curriculum includes a range of religious and non-religious worldviews alongside Christianity. Visits to places of worship enrich understanding and provide meaningful encounters with lived faith. Consequently, pupils demonstrate respect for diverse beliefs. RE equips pupils to interpret their place within a diverse world.

RE is well-led. Storytelling drives learning and makes the curriculum accessible. This approach secures recall of Bible narratives and supports pupils in explaining scripture's relevance today. Staff create an environment where pupils are able to share views and pose questions. Leaders monitor RE through learning walks, ensuring the subject maintains high priority. Pupils build strong subject knowledge and retain key concepts. Across the federation, the RE leader supports colleagues with purpose, ensuring assessment combines regular 'memory moments' with end of unit checks. Teachers use these to shape planning and revisit knowledge. Training strengthens teaching and deepens expertise. As a result, staff deliver lessons confidently and pupils make progress.

## Information

Address	Bagshot Road, Englefield Green, Surrey TW20 0RU		
Date	28 April 2026	URN	148469
Type of school	Voluntary aided	No. of pupils	129
Diocese	Guildford		
Headteacher	Vicki Chiverton		
Chair of Governors	Juan Pemberton		
Inspector	Clare Murray		