

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

### Pewley Down Church of England Infant School

#### Vision

At Holy Trinity Pewley Down, we are inspired by Jesus' words, 'I have come that you may have life - life in all its fullness,' (John 10:10). As a Church of England school, we hope that our life together brings these words to life in the Guildford community that we serve.

Pewley Down 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

- Pewley Down's Christian vision and related values shape and guide the life of the school. It underpins positive relationships and creates a supportive community.
- The culture of belonging, rooted in the Christian vision and values, means staff take time to get to know pupils as individuals. There is mutual respect between pupils and adults, allowing the increasingly diverse community to live well together here.
- The vision driven curriculum and wider opportunities create a zest for learning and challenges pupils to be ambitious for their futures.
- Collective worship provides a safe space to explore the vision and values and consider one's own beliefs. It nurtures pupils who think deeply and share their views with confidence.
- The well-balanced religious education (RE) curriculum builds pupils' knowledge about a range of beliefs and practices.

#### Development Points

- Strengthen the school's shared understanding of spirituality. This is to enable pupils and adults to confidently recognise and express how they are flourishing spiritually.
- Further develop the new RE assessment system so that it informs future planning. This is to ensure that RE is appropriately challenging for all pupils.



## Inspection Findings

### Vision and Leadership

Pewley Down Infant School has much to celebrate, from being a joyful place of belonging to being ambitious for pupils' futures. Its vision of 'Learn to Live' is leaders' interpretation of 'Life in all its fullness.' The vision is translated into five values to ensure it is appropriate and accessible for the age of the pupils. The values impact their enthusiasm for learning, the experiences they are provided with and their respectful relationships. They inform and shape leaders' decisions and actions. Adults go the extra mile to give their pupils a rich range of experiences and opportunities, creating a community for those new to the area. The school values its close working with the diocese, which provides development opportunities that enable Pewley to continue making progress. Leaders, including governors, ensure the needs of the school community are central to decision making. Staff and pupils are motivated to give of their best, wanting everyone to know they are treasured and unique.

### Vision and Curriculum

The Christian vision and values are woven through school life and have been particularly influential in shaping the bespoke curriculum. They provide pupils with a range of learning experiences and wider opportunities in the classroom and beyond. At the time of the visit, pupils were celebrating book week. One year group was supported by classes from the federated junior school, a typical example of working as one big nurturing family. This working together prepares pupils for later life and teaches them to embrace the future with hope. Pupils are appreciated for their unique worth, allowing staff to provide appropriate support and tailor learning experiences to their interests. Outdoor learning, wonder club, pause days and a full programme of extra-curricular provision are popular with pupils. They allow them to experience awe and wonder within and beyond the classroom.

### Worship and Spirituality

Worship unites the school each day and is calm, respectful and inclusive. This special time is valued by pupils and adults alike. Singing is a particular favourite and a way the school community express their joy. Attendees are invited to reflect on big questions related to the needs of the world. This encourages pupils to imagine life in another's footsteps. The Easter service held at church each year brings the federated schools together to share and reflect as one family. 'Thoughtful time' and class worship provide opportunities for pupils to be considerate and reflect inwardly. Leaders have been bold in providing time and space for pupils and adults to stop, think and appreciate. Pupils confidently recall saying, 'Wow, I love that!' when they see their beautiful surroundings or learn a new fact. Members of the school community explain that they enjoy worship, particularly singing together. However, they are less confident in expressing what spirituality means to them and how they are flourishing spiritually.

### Religious Education

RE is valued by leaders, staff and pupils at Pewley. There is a consistency of approach to teaching and RE is reported on regularly at Governor meetings. In this way, leaders highlight the importance of the subject at Pewley. The curriculum is aligned with the vision of 'Learn to Live' as modelled in pupils' conversations about their learning. They are confident to speak up and demonstrate tolerance and respect when discussing with one another. The importance of RE is seen in displays in every classroom for pupils to engage with, keeping learning alive beyond the lesson. They benefit from learning about a range of religions and themes. This helps develop their understanding of the way different people live. Leaders find training from the diocese supportive and informative and enables them to be secure in developing pupils' knowledge.

Beliefs and practices are well taught across the school as exemplified in the school's monitoring and evaluation by leaders at all levels. Staff adapt plans in light of the local context. For example, visitors from nearby places of



worship bring teaching alive and promote understanding. Pause days and drama allow pupils to develop knowledge in inspiring ways. New assessment systems are in the early stages of development. However, these are not deepening learning or accelerating progress. Questioning is used to encourage some pupils to think deeply. Not all are stretched and challenged appropriately because these opportunities are not planned for.

#### Vision, Justice and Responsibility

Staff at Pewley encourage a culture of curiosity that feeds pupils' zest for learning and confidence to share ideas. Pupils are taught that they are unique and treasured and how to relate to one another respectfully. The house system creates a sense of belonging and pupils want to do well for one another. From this they learn about individuals that have made a difference in the world and learn they can do the same. Pupils have made sustained changes to play times and include new members by becoming young interpreters. They develop a thorough understanding of how to tackle injustice locally. This is achieved through charitable donations and activities such as the cathedral eco day. Pupils are taught about wider issues in the world through a weekly series of pictures, news and reflection questions. This inspires pupils to be outward looking. Links with several local churches are important to the school. They support Pewley with a range of clubs and activities nurturing wisdom, knowledge and skills with which pupils can make a difference in the world.

#### Vision and School Culture

This school is a supportive community where people live well together. Adults and pupils seek to model the vision in their words and relationships. They view the school as a place of welcome and safety. This can be seen in the open conversations, support for vulnerable groups, high attendance and stable numbers on roll. Pupils, including those who are considered vulnerable, are provided for. Adaptations are made to ensure they access the same opportunities as their peers. The value of seeing 'heaven in the moment' supports pupils and adults to enjoy good mental health. They recognise one another as unique and of inherent worth. Pupils are encouraged to stop and make the most of their surroundings and maximise opportunities for reflection. Adults and pupils can confidently articulate how the vision of 'Learn to Live' provides opportunities that enable people to thrive. They are creative, courageous and joyful in their decisions, interactions and their support of one another.

## Information

Address	Semaphore Road, Guildford, Surrey, GU1 3PT		
Date	04 March 2026	URN	136755
Type of school	Voluntary aided	No. of pupils	180
Diocese	Guildford		
Federation	The Federation of Holy Trinity and Pewley Down Schools		
Headteacher	Vicky Ellis		
Chair of Governors	Deborah Pepper and Helen Murray (Co-chairs)		
Inspector	Kate Penfold-Attride		