



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

<b>Christ's College, Guildford</b>	
Address	Larch Avenue, Guildford, GU1 1JY
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>'For the Son of man himself came not to be served but to serve, and to give his life as a ransom for many' (Mark 10:45).</p> <p>Our vision is to serve our community. We provide a fully inclusive education that enables all to flourish and reach their God-given potential by living our values and serving each other with humility and love, for the greater good of all.</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's thoroughly inclusive Christian vision is lived out in all aspects of its work. This has a transformational impact across the school community. All understand and practise the school's five core values which are rooted in its Christian vision.</li> <li>• As a result of the exceptionally strong sense of family promoted by school leaders, students flourish at Christ's College. All are empowered to be their best selves, particularly those vulnerable students and those with additional needs, who are given sensitive, targeted support.</li> <li>• Collective worship invites and includes all members of the school community. Termly retreat days are a particularly inspirational feature. Students respond to the opportunity to reflect deeply on Christian themes.</li> <li>• The creative arts make a profound contribution to the spiritual development of both adults and students. Arts events enable members of the community to express their gifts and immerse themselves in elements of the Christian story.</li> <li>• The curriculum for religious education (RE) is well structured with good assessment systems, so that teachers and students know how well they are learning. Much of the teaching is strong with the result that most students achieve in line with their progress in other core subjects.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To consider offering Eucharist services within the school community as soon as the chaplain's licensing makes this possible, so that the excellent provision is further enhanced.</li> <li>• To ensure that the excellent pedagogy of the most effective RE lessons becomes the uniform practice across the department so that progress in RE matches the most inspirational departments.</li> </ul>

## Inspection findings

The Christian vision of Christ's College to serve its community runs deep through the life of the school. It is the driving force behind all the decisions taken by principal and the local committee of the Good Shepherd Trust. Community is interpreted broadly by decision makers and includes not only students and staff but also parents and the local community. Examples of this are the comprehensive support offered to refugee families from Ukraine and the 'SEND café', for parents of students with learning needs. This generous understanding of the school's vision has a profound effect on the community. Both students and adults spontaneously and willingly 'go the extra mile' for others.

The school's vision finds expression in its five core Christian values of service, respect, stewardship, co-operation and love. These are displayed prominently throughout the school and form the basis of the school's behaviour policy. They are referenced routinely by students and staff in their conversations as underpinning their relationships with others. All student rewards are given for demonstration of one of the school's core values. Acts of collective worship throughout the year weave the core values intelligently into the topic for the week. The remembrance theme during the inspection was tied into values of service and sacrificial love. It was interpreted imaginatively and in an age-appropriate way across the school. The school feels like a place where considered decisions based on Christian values are normal and natural.

Collective worship is inspirational. The annual programme has been carefully crafted by the chaplain, supported by a group of students. Invitational opportunities for quiet reflection are embodied in all acts of collective worship. Students approach collective worship with enthusiasm and respond with respect. They regularly take the opportunity to lead form and year assemblies. Those of no faith and those of faiths other than Christianity speak of valuing collective worship, particularly the invitation to reflect. The regular cycle of acts of worship is supplemented with powerful, innovative 'Retreat Days'. These are days off timetable when whole year groups will travel off-site and undertake an exploration of Christian themes such as 'I have called you by name' (Isaiah 43.1). As a result of the high quality and immersive nature of these days, students consider deep 'I wonder' questions and are empowered to develop their own spirituality in a profound way. Students rightly speak of these days as being transformational.

The academic curriculum has been designed with the flourishing of students as a key priority. It is ambitious, with all students taking a full GCSE in religious studies and most entering the EBacc. Vocational courses are also available in KS4 for students more suited to this style of learning and assessment. The provision of Chromebooks for all students has enabled all to access the rich curriculum that is on offer regardless of financial circumstances. Religious education enjoys high status and is appropriately resourced, with specialist rooms. The KS3 curriculum has been designed to reflect the school's Christian vision and the context of the school. It has a particular focus on asking big questions. The use of local church youth workers to deliver some content is a strength of the RE provision. In addition to the academic curriculum students flourish through the rich extra-curricular programme which includes sport, creative arts and the Duke of Edinburgh award scheme among the 50 clubs on offer each week.

The creative arts contribute strongly to the Christian life of the school and to the flourishing of both students and adults. Students' creativity is promoted through studying music, dance and drama in KS3. In addition, all Year 7 students perform in the annual school production. The school carol service at Guildford Cathedral includes liturgical dance as well as a school choir. Every Easter there is a passion play with a theme agreed between the head of



department and the chaplain. These profoundly moving productions have had a lasting impact in deepening the spirituality of both participants and audiences.

The flourishing and spiritual development of staff are key priorities for school leaders. The school year and each working week begin with staff reflections led by the chaplain, which are greatly valued by staff. Staff members speak powerfully about feeling accepted and valued by their colleagues. They feel that they are trusted by school leaders and express their commitment, in return, by promoting the flourishing of students. Many adults spoke appreciatively of Christ's College as a family and several see their work there as an outworking of their own faith.

The school's core values of respect and love are genuinely lived out in relationships between students. Both in lessons and in unstructured time, students show kindness and compassion to one another. There are very few instances of harassment and bullying. Those of faiths other than Christianity and those with no faith feel that the school's Christian values support them in their personal development. There is a high level of support for students' mental health. The school has an innovative wellbeing curriculum and a large team of adults is available to support students who have mental health concerns. This includes the Chaplain, church youth workers, local charities and trained members of staff. Students know how to access support, should they need it. This provision makes an important contribution towards the flourishing of students.

School leaders are particularly passionate about supporting vulnerable students and this is reflected in the decisions they make regarding the deployment of resources. The Chaplain runs a lunchtime club for young carers, another for new starters at the school (who are usually recent immigrants) and a support group after school for students who identify as LGBTQ+. Each of these groups succeeds in drawing students who might feel isolated into the rich life of the school community. Students from these groups know that they are valued and nurtured by the school. Trained Year 11 mentors run games for Year 7 students who are struggling to settle. Special educational needs and disability (SEND) are generously resourced. The co-ordinator ensures through effective staff training that all students with special needs are given support that is informed by the latest research. However, it is the passion with which staff seek to support all students in their care that ensures that vulnerable students flourish at Christ's College.

Students feel empowered to make a difference. The school's initiative to promote recycling was driven by the courageous advocacy of a group of students who led a school assembly, referencing the core value of stewardship and emphasising its practical application. At harvest, the student led school council used the weekly assembly to promote giving to the local hygiene bank

	The effectiveness of RE is		Good	
	<p>The KS3 curriculum is highly engaging and rooted in the school's Christian vision. Christianity is taught alongside other major world faiths and students are invited to explore their own beliefs and empathise with those of others. Healthy debate is a feature of RE lessons. At KS4 all students enter GCSE RE. Much of the teaching of RE is of a very high standard, enabling most students to make strong progress.</p>			
Information				
School	Christ's College, Guildford	Inspection date	7 November 2022 - 8 November 2022	
URN	142490	VC/VA/Academy	Academy	
Diocese/District	Guildford	Pupils on roll	669	
MAT/Federation	The Good Shepherd Trust (GST)			
Principal	Sarah Hatch			
Chair of Trust Board	The Very Revd Dianna Lynn Gwilliams			
Inspector	Andrew Wilcock	No.	2112	