Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bentley Church of England Primary School

Vision

'Coming together with love in our hearts, courage in our learning, serving our community.'

Bentley 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

- Inclusivity is at the heart of this community. The Christian vision enables pupils from diverse backgrounds to come together with love, celebrating and respecting difference.
- Inspired by the vision, leaders have created a school culture where relationships are strong and cherished. This provides a firm foundation for meaningful partnerships with the village and local church. Pupils know that they are accepted for who they are, families are supported and staff are valued.
- The school ensures that the Christian values of love, courage and community are deeply rooted in the Bible and woven through each aspect of the school day. This builds a shared identity, provides common purpose and deepens a sense of community.
- The Christian vision inspires and drives an outward looking focus. It empowers pupils to value their world and challenge injustice in order to improve the lives of others in their school community and beyond.
- Worship is a source of spiritual nourishment. It provides pupils and adults with the inspiration and tools they need to live out the Christian vision as a school community.

Development Points

- Ensure that the school's approach to spirituality is embedded throughout the curriculum. This is so that pupils experience a deeper dimension to their learning.

Inspection Findings

Vision and Leadership

Bentley School provides a warm welcome to pupils within its vibrant and diverse community. Inspired by the deeply rooted Christian vision, the school enfolds pupils into a caring community which lives well together. The vision is a lived reality in the experience of pupils, their families and the staff. This leads to personal flourishing. The Christian values of love, courage and community are at its heart and inform its actions. Each value has been thoughtfully underpinned by relevant biblical stories, adding spiritual depth to the vision. Leaders at all levels model the centrality of the vision. They ensure that strategic decisions, as well as everyday choices, are made through its lens. Consequently, 'going the extra mile' to show love, courage and community in practical ways is commonplace. Governors know the school well. They use planned and informal opportunities to explore the vision's effectiveness. Along with school leaders, governors robustly monitor and evaluate the impact of the Christian vision and values. The school's vision of community extends to the local church and village. Examples of this are carol singing in a local residential home and organising a village litter-pick. This widens the influence of the vision and consequently enriches partnerships.

Vision and Curriculum

The Christian vision clearly underpins the curriculum. Leaders structure the curriculum so that the school's values of love, courage and community are embedded and reinforced. For example, pupils explore what it means to be courageous in their learning. They develop resilience. which helps them achieve in ways they believed were beyond them. As a result, pupils flourish. Passionate staff provide creative opportunities for outdoor learning. This includes an infectious enthusiasm for eco studies. Care for God's world is important to pupils. For example, pupils championed 'Switch off fortnight', encouraging a more intentional use of electricity. This interaction with their environment contributes significantly to their spiritual flourishing. The vision also shapes the wider extracurricular offer so that it is equally available to those who are considered vulnerable. The introduction of a common approach to spirituality provides pupils and staff with a shared language to articulate their feelings and ideas. However, this is not embedded or applied consistently. In addition, there is a lack of planned opportunities to ensure that spiritual flourishing is an intentional outcome of the curriculum. Consequently, potential opportunities to deepen pupils' spiritual development are lost.

Worship and Spirituality

Worship is a precious time at Bentley. Pupils and adults value the sense of peace this brings to the start of their day. Staff and pupils believe that worship draws them closer to each other and, for some, closer to God. It therefore enriches the profound sense of community which pervades the school. Worship is authentic and joyous. It provides the opportunity to reflect on shared values and challenges pupils to reflect upon how these may be lived out. Worship is inclusive, invitational and welcoming. The gathering of class candles in worship makes a visible link between worship and the classroom. In this way the themes of worship and their meaning extend beyond worship time itself. Pupils' spiritual development is deepened by the firmly established pattern of personal prayer of 'Thank you, sorry, please'. This enables pupils to experience special times of prayer in their own lives. Classroom prayer spaces also offer opportunities for reflection and prayer. A system of prayer tokens enables pupils to engage meaningfully with prayer. In addition, an annual prayer week at the church ensures pupils' experience of prayer is widened and enriched.

Vision and School Culture

The wellbeing of pupils, their families and the staff is a priority at Bentley School. This is driven by the vision and the belief that God's love is for all. Pupils know that they are not judged either by their peers or adults. Leaders know the school community well. This means that those pupils requiring special care feel the practical reality of the school's compassion for them. As one pupil expressed it, 'They notice if someone is having a bad day.' There is an intentionality in meeting personal, academic and emotional needs of the school community. This can take

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many forms, from structured interventions, to providing the lunchtime 'nest club' which nurtures friendships. These, with numerous other examples, substantially impact pupil flourishing. Staff are valued. An ethos of openness allows staff to develop professionally and personally. Consequently, staff are proud to work here. Parents appreciate the genuineness of the school's open-door policy. This means that families do not face challenging times alone. Needs are met discreetly, preserving people's dignity. Governors exercise thoughtful oversight of senior leaders' wellbeing. In this way, each member of the school community knows that they are seen and cared for.

Vision, Justice and Responsibility

Pupils have a clear understanding of what fairness looks like within a school context. The restorative justice approach to issues gives pupils a model for them to experience justice, as well as promote it. Consequently, pupils are inspired to make a stand where they see injustice. They are confident that their voice is heard and that adults will support them. These include the pupils' voice being instrumental in the distribution of newly acquired playground equipment. Their experience of a just community gives pupils firm foundations to empower them to make justice a reality for others. An award celebrates those who are proactive in achieving beneficial change, however small that may be. This inspires their peers to do the same.

Religious Education

Religious education (RE) is important to the school. It is well planned and sequenced, with careful adaptations according to pupils' needs. Leaders ensure that Christianity has the high profile appropriate to a Church school. Moreover, RE is intentionally used as an effective tool to celebrate the impact of faith. Pupils appreciate the importance of learning about the lived experience of people from a range of religious and non-religious worldviews. Their understanding is enriched by visits from those with first-hand experience, sharing how faith impacts their life. A decision to study a limited number of worldviews, but in depth, substantially adds to pupils' understanding. Thought-provoking 'big questions' introduce new themes. These are repeated to monitor pupils' development at the conclusion of each study. This approach provides pupils with the model to explore their own big questions and issues which concern them. Consequently, pupils feel safe to share their ideas and opinions, whilst being respectful to those of others. Staff have welcomed having quality training from the diocese. This increases confidence and enriches their professional development.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Lane, Bentley, Surrey GU10 5JP		
Date	26 November 2025	URN	116279
Type of school	Voluntary controlled	No. of pupils	183
Diocese	Winchester		
Headteacher	Victoria Hallett		
Chair of Governors	Elise Cavanough		
Inspector	Dorothy Robinson		

