

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chailey St Peters Church of England Primary School	
Address	East Grinstead Road, Lewes, BN8 4DB
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

School's vision
<p>Together we give our children roots to grow and wings to fly</p> <p>“Those who hope in the Lord will renew their strength and soar like wings on eagles” [Isaiah 40:31]</p> <p>To nurture imagination and enrich the spirit whilst giving everyone, no matter what their starting point, knowledge, skills, opportunities and encouragement, so that together we give our children roots to grow and wings to fly.</p>
Key findings
<ul style="list-style-type: none"> • The deeply embedded vision solidly underpins and flows consistently through all aspects of school life. It informs innovative and exemplary practices. These make a transformational impact on the lives, learning and well-being of the whole community. • Passionate Christian leadership at all levels is wholeheartedly supported by governors, staff and parents. It strongly promotes the vision through a culture of love, care and nurture enabling the whole community to flourish. • Highly effective, mutually beneficial partnerships exist with the local church, community, and schools in the federation as well as local clusters. This is a strong, practical expression of the vision in action. However, partnerships with schools and communities in the wider national and global context are underdeveloped. • Collective worship securely reflects and promotes the vision and the school's deeply embedded culture of reflection, prayer and spiritual development. There is a rich balance of adult and pupil involvement in planning, leading and evaluating worship. These are carefully adapted to meet the needs of the pupils. • Pupils flourish in Religious Education (RE) through high-quality provision. This consistently expresses the vision and securely meets Church of England requirements. RE enables pupils to develop a strong understanding of Christianity and other world faiths.
Areas for development
<ul style="list-style-type: none"> • Develop partnerships with more diverse communities in the wider national and global context to strengthen pupils' understanding of diversity.

Inspection findings

Chailey St Peter's deeply embedded vision solidly underpins and flows consistently through all aspects of life in this transformational school. It is securely promoted through the adoption of seven Christian values firmly linked to biblical teaching. Pupils and staff clearly know them and strongly model them. Passionate Christian leadership at all levels is tirelessly ambitious for high quality provision to achieve the vision. This enables the community to flourish. Leaders are wholeheartedly supported by staff and parents. Well informed governors provide committed support and productive challenge. Regular monitoring by leaders at all levels is rigorous. This effectively evaluates the impact of provision in achieving the vision, and accurately informs school developments and spending decisions.

Highly engaging learning experiences are based on pupils achieving ten objectives before leaving the school, such as to act locally and think globally. Pupils know these and proudly strive to achieve them. Innovative and exemplary practices, based on secure educational research, deliver the curriculum and have a transformational impact. For example, therapeutic thinking enables the school to identify and meet the individual needs of all pupils. This includes those with special educational needs or disabilities (SEND). Carefully chosen resources coupled with exemplary teaching strategies improve memory retention and help remove barriers to learning. Impressive use is made of the environment by providing rich experiences both inside and outside the classroom. The school grounds are exemplary in their extensive range of stimulating provision. Consequently, pupils flourish and achieve high levels of individual progress relative to their needs.

The school's deeply embedded culture of love, care and nurture is a significant strength. This is clearly evident in the inclusive nature of the school and positive relationships between all members of the community. It is recognised by being a local authority pilot school for a national autism education programme. Highly effective procedures, carefully chosen resources and imaginative initiatives promote good mental health and welfare. They are a practical expression of the school's nurturing culture and transform pupils' attendance, behaviour and attainment. A stimulating interactive sensory room and garden transform pupils' readiness for learning. Wall displays are carefully designed to reduce sensory overload. The innovative therapeutic thinking approach supports pupils in recognising and managing their emotions, feelings and behaviour. They understand the importance of forgiveness, reconciliation and making a fresh start. Consequently, pupils behave well, enjoy school and their attendance is increasing. Staff are valued and respected. Their views are actively sought resulting, for example, in changed work practices to improve their work-life balance.

A range of exemplary ways promote character development. Numerous responsibility groups give significant opportunities for pupils to participate in decision making, voice their opinions and express their aspirations. They confidently articulate how the vision and values support them in these responsibility roles. Dignity and respect for each other is clearly demonstrated by the community and recognised by being a 'Rights Respecting School'. Pupils initiate numerous charitable fundraising activities and are strong courageous advocates. They act locally and think globally by initiating and leading successful social action projects to address local and worldwide issues. For example, challenging animal exploitation led to a multinational toy manufacturer transforming their depiction of human interaction with elephants.

Highly effective, mutually beneficial partnerships are a practical expression of the vision in action.



Pupils keenly engage with the elderly by helping a church run lunch club and join them for intergenerational opera workshops. The two federation schools work effectively together. Staff share responsibilities, good practice and training opportunities, promoting successful leadership training and succession planning. This is enhanced by leading developments locally and across the county, such as an oracy project. However, partnerships with schools and communities in the wider national and global context are underdeveloped.

Chailey St Peter's has a deeply embedded culture and shared understanding of reflection, prayer, and spiritual development. This enables staff to confidently provide rich planned and spontaneous opportunities to promote these. Stimulating designated areas in classrooms display focused prayer and reflection activities which pupils purposefully engage with and enjoy. An impressive variety of multi-sensory outdoor locations richly enhance spiritual opportunities. Pupils confidently speak of the importance of prayer and reflection to them both in school and at home.

Collective worship is a special part of the day. It securely reflects the vision and effectively promotes spiritual growth. It is very inclusive, invitational and inspiring. Consequently, it impacts deeply on the lives of the school community. Strongly supported by the close relationship with the local church, worship imaginatively explores the values through the teachings of Jesus and the Bible. This is complemented by children's Picture News about world events. Pupils have secure religious literacy roots enabling them to articulate the relevance of Bible messages in their lives and today's world. They experience a rich variety of presentation, music, songs and prayers reflecting the different formats and traditions of worship. Consequently, they have a secure knowledge and understanding of Anglican traditions. Planning, delivery and evaluation is strong with significant pupil involvement. This powerfully shapes the careful adaption and development of worship to meet their needs.

Religious education (RE) strongly expresses the vision and reflects Church of England requirements. Careful planning gives pupils secure roots in RE knowledge and skills through an enquiry-based approach. This is strongly promoted with effective use of diocese approved resources. High quality opportunities are provided to learn about the different world religions and cultural diversity. From these roots pupils actively investigate 'big questions' and reflect on the impact of Christianity on people's lives globally. The marking in RE books is extremely thorough, with comments that extend their thinking. Quality opportunities for critical reflection within the lesson enable pupils to safely explore and express their own beliefs. Consequently, the vision is fulfilled by their growing confidence and ability to consider their own views, hopes and aspirations. Pupils enjoy RE and competently articulate Christian beliefs such as the Trinity and those of other world religions. Regular assessment and recording systems accurately inform teachers of pupils' learning and progress. Regular monitoring by leaders is rigorous and effective. This ensures ongoing high-quality teaching and learning.



Information			
School	Chailey St Peters Church of England Primary School	Inspection date	13 June 2023
URN	114495	VC/VA/Academy	Voluntary controlled
Diocese/District	Chichester	Pupils on roll	115
Leadership Team	Petrina Ferris (Head of Federation), Gemma White (Executive Headteacher) and Debby Livings (Head of School)		
Chair of Governors	Jenny Barnard-Langston		
Inspector	Richard Dyer	No.	513