

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England VA Primary School, Nuthurst	
Address	Nuthurst Street, Nuthurst, Horsham, RH13 6LH
School vision	
<p>‘Learning for Life; Aiming for Excellence; Guided by God’.</p> <p>At St. Andrew’s, we aspire to develop the skills and Christian values we all need for our lives - and those of others - to be happy and fulfilling. Using Jesus’ example, we strive to model these values in the way we treat and care for everyone in our community, and in our compassion for the wider world, reflecting on how our actions have effect on others, and ourselves.</p> <p>‘In everything, do to others as you would have them do to you.’ (Matthew 7: 12)</p>	
School strengths	
<ul style="list-style-type: none"> • The vision accurately reflects the context of the school. Supported by its twelve values and ‘Golden Rules’, it solidly underpins and flows through all aspects of school life and drives school developments. • The school has a deeply caring, nurturing ethos. This is clearly reflected in the positive relationships and behaviour the whole school community demonstrate towards each other. • The vision fully informs the school’s curriculum and practices. These have a very positive impact on the lives, learning and wellbeing of pupils, their parents, and staff. • There is a strong, mutually beneficial partnership with the local church and community. This impacts positively in promoting the vision and on the lives of the school community. • Pupils flourish in religious education (RE) through high quality creative provision, based on thorough planning, assessment, and highly successful teaching. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a whole school shared understanding of spiritual development that leadership, staff and pupils can easily articulate. This is to ensure existing spiritual development opportunities are used effectively in enabling everyone to flourish spiritually. • Develop new and existing partnerships nationally and globally in order to strengthen and extend pupils knowledge and understanding of diversity. • Develop greater opportunities for pupils to engage in global citizenship and social action in a wider world context. This is to enable them to more frequently make ethical choices and be more active agents of change. 	
Inspection findings	
<p>St Andrew’s Primary School’s vision is at the heart of this popular rural school. It accurately reflects the context of the school’s expanding community from numerous locations beyond the village. The vision is strongly promoted in daily life through golden rules linked to twelve Christian values. Pupils and adults confidently articulate these and actively demonstrate them in their daily lives. A distinctive culture of positive behaviour and relationships flow from the community living the vision.</p>	

Consequently, there is a deeply caring ethos and environment where pupils and adults are nurtured and respected. Pupils strongly model the vision and values in their exemplary behaviour, and understand the importance of forgiveness and reconciliation. Staff are supportive and caring to each other and the school compassionately helps parents.

The vision holistically shapes the strategic and operational direction of the school including staffing levels, organisation and the curriculum. For example, employing a learning mentor to support pupils with emotional barriers to learning. Highly committed governors are well informed and provide robust support and challenge to the school leadership. Monitoring and evaluation by governors and leaders are rigorous and highly focused enabling them to identify areas for improvement. For example, needing to adapt how pupils revisit and recall previous learning. The pupils' school council and parent questionnaires regularly contribute to school decision making. School developments and spending decisions firmly align with the vision such as expanding the role and time allocation of the Inclusion leader.

The vision fully informs the school's curriculum and practices, securely putting the pupils and their learning needs first. For example, revising the Learning for Life curriculum to support pupils' personal development. High quality, focused support impacts positively on all pupils especially those with special educational needs and/or disabilities (SEND). The school is pro-actively inclusive and adapts its curriculum and practices to ensure all pupils have equal opportunities. For example, adopting Makaton sign language. Various extra-curricular clubs and inter-school competitions enrich the curriculum enabling pupils to gain and develop new experiences and skills. Good mental health and wellbeing of the school community have high importance and are robustly fostered. For example, pupils identify their feelings and emotion daily on a chart, enabling staff to help them at difficult times. Staff wellbeing is a regular governor meeting item with appropriate action taken as necessary. For example, amending workload practices to improve work-life balance. Pupils enjoy school, attendance is high and they demonstrate a love of learning and a pride in their work. Staff are dedicated, feel valued and respected, resulting in high levels of retention. Parents are overwhelmingly positive about the school's nurturing, caring ethos and proudly talk of its positive impact on their children. The school community are clearly flourishing.

Diversity is strongly supported. The pupils' diverse backgrounds are celebrated by their national flags all displayed in the school hall and flown outside at appropriate times. Consequently, all pupils feel equally valued and part of a global family. Pupils explore and celebrate difference and diversity through various opportunities across the curriculum. They explore gender and cultural issues in history, and global lifestyles in geography. Partnership with a school in Kenya formally enhanced these opportunities. However, since this lapsed, opportunities to strengthen pupils' knowledge and understanding of diversity through global partnerships are now under developed.

Spiritual development is an intrinsic aim of the school closely linked to its values. Pupils regularly reflect on these in worship and RE. The impact is clearly evidenced in pupils' thoughts recorded in their reflection journals. Opportunities for spiritual development are carefully identified in curriculum planning. However, the effectiveness of these opportunities is diminished. This is because there is no whole school shared understanding or language of what spiritual development means.

Collective worship is an important part of school life deliberately held at the end of the day based on the school's values. It enhances the spiritual development of the school community by enabling them to reflect on those values during the day. Worship is solidly supported by a strong, mutually beneficial partnership with the local church. It is held in church fortnightly, at key Christian times of the year and regularly led by members of the church community. Parents keenly attend key forms of worship in school and church reinforcing the unity of the whole school community. Anglican

traditions securely underpin the worship. Pupils eagerly participate in lighting candles at the start, acting Bible stories, and leading readings and prayers. Consequently, pupils demonstrate a solid knowledge and understanding of Anglican traditions and their meaning. For example, lighting candles to represent Jesus being the light of the world. Prayer and reflection are an integral part of worship helping to promote spiritual development. Pupils confidently articulate how these occasions help them reflect on their actions in relation to how Jesus said we should live. For example, how reflecting on perseverance helps them in their daily life and to support others.

RE has a high priority and focus across the school. It strongly promotes the vision and spiritual development through high quality provision using diocesan approved teaching materials. These are imaginatively used in creative, cross curricular ways such as drama and art. Thorough planning ensures the curriculum is appropriately sequenced, well balanced, challenging and diverse. Teachers are well trained through high quality school based and diocesan staff training, and networking with other schools. Visits to places of worship of various faiths, including the local church, enrich the curriculum. The quality of RE teaching is very high enabling pupils to confidently explore key concepts in various faiths. Consequently, pupils demonstrate a secure knowledge and understanding of Christianity and a range of world religions. Pupils' attainment and progress is accurately tracked using a comprehensive assessment system that informs subsequent teaching and learning. Pupils RE progress is as high as other subjects. RE monitoring and evaluation is rigorous ensuring high quality teaching is sustained.

Highly valued partnerships with the local church and community are a practical expression of the school living the vision. Pupils engage positively with the wider world and reflect on how their actions impact on the lives of others. The close church partnership solidly supports worship and the school choir frequently joins the church for Sunday services. Close links with the local community include parish magazine contributions and reciprocal visits with a local care home. Pupils have a clear sense of justice and enjoy being global citizens engaging in social action projects. Inspired by the curriculum they have written to political leaders challenging environmental and political issues. Pupils support a local foodbank and the eco council plans environmental projects. The partnership with a school in Kenya enriched pupils' opportunities to be global citizens by engaging in collaborative social action projects. However, opportunities to engage in global social action are under developed.

The inspection findings indicate that St Andrew's Church of England VA Primary School, Nuthurst is living up to its foundation as a Church school.

Information			
Inspection date	27 February 2024	URN	126030
VC/VA/Academy	Voluntary aided	Pupils on roll	152
Diocese	Chichester		
MAT/Federation			
Headteacher	Nathan Golbey		
Chair	David Christian		
Inspector	Richard Dyer	No.	513