

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

## Vision

Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

Start children off on the way they should go, and even when they are old they will not turn from it. Proverbs 22:6

## Strengths

- The Christian vision is carefully thought through, rooted in scripture and expressed in the school's values. It provides a common language which drives the work of the school and allows pupils to flourish.
- A strong sense of community, where individuals are known and cared for, pervades the school. Pupils are encouraged to grow and be the best version of themselves they can be. Adults flourish professionally and are supported personally.
- Collective worship is central to the life of the school. It intertwines the vision and values of the school, deepening understanding and shaping lives and attitudes.
- Spirituality flows from collective worship and into the rest of the school day. Pupils and staff value opportunities to be quiet and reflect. This allows them to think deeply and respond to issues raised.
- Religious education (RE) is well led and valued by pupils. The curriculum is well planned and sequenced to build pupils' learning.

## Development Points

- Ensure that governors monitor and evaluate the impact of the Christian vision across the whole school. This will enable them to play a greater role in setting the strategic direction of the school.
- Extend opportunities for pupils to consider questions of justice. This is so they can take action to make a difference in their community and the wider world.
- Raise the profile of Christianity worldwide within the Religious Education (RE) curriculum. This is so that pupils have a greater understanding of the richness and variety of worship in Christianity.



## Inspection Findings

Senior leaders have carefully crafted a vision that is well-matched to the needs of the school. It is rooted in scripture and encapsulates a common aspiration for pupils to be prepared for lifelong learning. It permeates the school community and beyond. Leaders have successfully developed a highly effective and visual representation of their vision, through the metaphor of a school backpack. Pupils, staff and families recognize and understand the learning strands they must carry and employ to be effective learners. The vision, and the associated school values, are deeply understood and lived out in the daily life of the school. Parents remark how these are instilled from the earliest stages and prepare pupils for life in school and beyond. Staff are passionate in modelling and embedding the vision in order to help pupils thrive and succeed. Teachers supported pupils to choose an inspirational Bible quote which portrays what the vision means to them. Governors are committed to serving and supporting the school. However, they do not monitor or evaluate the impact of school vision and hence find identifying the next steps for the school more difficult.

Inspired by the vision and the school's context, the rich and varied curriculum is carefully crafted to meet individual needs. Pupils are prepared well for life in a diverse world. Staff choose learning resources carefully, to reflect the breadth of the pupil population in the school. The school has developed a set pattern for lessons, used across the curriculum which dovetails with the school's values. Teachers identified the use of big questions as a powerful starting point for learning in Religious Education (RE). This approach has subsequently been employed in geography and history. Teachers ensure pupils have opportunities to be proud of their achievements, inspiring them to continue in their learning. Meaningfully chosen reflection moments facilitate deeper learning, helping pupils look inwards to themselves and out to the world and beyond. Curriculum enhancements widen horizons and offer pupils new experiences. For example, walking up Amberley Mount to fly kites and hold an act of worship to celebrate Ascension Day.

Collective worship is an intrinsic aspect of school life and is highly valued by pupils, staff and families. Pupils enjoy the opportunity to be quiet and peaceful saying, 'it clears your mind and lets you have big thoughts.' Staff regard it as a moment to be together, to reflect and celebrate. The headteacher ensures all staff, including those not class-based, are briefed on the collective worship focus for the week. As a result, staff can build on the theme when interacting with pupils. Worship is firmly rooted in the school's Christian vision and plays a key part in exploring the associated school values. Invitational language used in worship and familiar activities such as pair talk allow pupils to engage, feel involved and contribute. The school draws on partnerships with the parish and other organisations. This exposes the pupils to Christians from a range of denominations and allows them to experience different ways of worshipping. Parents value being invited to share in the worshipping life of the school. A shared understanding and common language for spirituality was established during a whole school spirituality day. Candle moments, which provide opportunities for reflection at the end of the school day, are a lasting legacy of this. Classroom reflection areas provide a focal point for pupils to engage further with worship themes and shape their own thoughts.

In line with the vision, the school has created a community that prioritises care for self and care for others. There is a tangible sense of each person being recognised as an individual and treated accordingly. Staff feel very well supported and note that the school's Christian vision applies to them as much as pupils. They talk about experiencing 'real Christian compassion' during the most difficult times such as bereavement. Leaders and staff champion and nurture vulnerable and disadvantaged families. Staff throughout the school recognise their role in building relationships and supporting parents which enables families to flourish. Pupils know they learn from difficult situations and that they have a role to play in helping one another. They are nurtured and empowered as individuals and state boldly, 'This is a kind, honest, Christian school.' Staff, pupils and families connect the school's restorative approach with the biblical principle of loving your neighbour as yourself.



Pupils recognise the positive contribution that they can make to those around them in their school. They value the opportunity to serve as school councillors and playground buddies and talk proudly about improvements made. Staff support pupils to find solutions to needs identified, for example, helping a pupil run a playtime chess club. Pupils are fiercely enthusiastic about saving the planet and being 'eco-warriors', turning off lights and picking litter. The school has strong partnerships serving the village that means pupils have a living connection to their local community. Pupils provided artwork and writing for display in the churchyard as part of celebrations of 150 years of the school. An ongoing partnership with Amberley Museum led to pupils designing posters and writing information texts for display in the museum. However, pupils have limited experience of recognising issues of injustice and the actions they can take to bring about change.

RE is very well led, and effectively planned, ensuring it is well-balanced, sequenced and diverse. There is an evident culture of openness, in which RE as a subject thrives. Support and training from the diocese has helped match the curriculum to the fluctuating numbers of pupils who are taught as mixed age year groups. Using questions as the starting point for learning encourages pupils to think deeply and reflect as part of their learning in RE. The subject leader supports staff, brokering training and resources to deepen subject knowledge and develop practice. Pupils recognise that RE helps them to understand other people and their beliefs. One pupil remarked that it, 'helps us consider other people's ways of thinking.' Parents value RE, recognising it leads to pupils asking big philosophical questions outside of school. Pupils with experience of Christianity overseas have been a living resource to enrich the RE curriculum. Whilst some units in the curriculum explore Christianity as a worldwide faith, this is not well developed.

## Information

Address	School Road, Amberley, Arundel BN18 9NB		
Date	19/9/24	URN	125970
Type of school	Voluntary Controlled	No. of pupils	49
Diocese	Chichester		
MAT/Federation	Arun Villages Federation		
Headteacher	Elizabeth Martin		
Chair of Governors	Richard Charman		
Inspector	Andrew Jervis		