

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Jolesfield Church of England Voluntary Controlled Primary School

Vision

Our vision at Jolesfield Church of England Primary School is to create an inclusive community where every individual flourishes spiritually, socially, emotionally, and academically. Rooted in Jesus' teaching, 'I have come that they may have life and have it to the full.' (John 10: 10). We nurture curiosity, celebrate achievement, and inspire confidence without fear of failure. Our school values — kindness, thankfulness, teamwork, positivity, and respect — guide us in fostering an environment where both children and adults thrive, recognising the effort and progress made in all forms of learning, for the good of all.

Strengths

- The school sits at the heart of its community. A well developed and thoroughly embedded Christian vision ensures that adults and pupils flourish in its care.
- The school's values, which underpin its vision, pervade school life. This has a profound impact on wellbeing and mental health throughout the school.
- Strong Christian leadership and governance uses the vision to drive its actions and decisions. Therefore, effective use is made of resources and the needs of individuals can be met.
- Collective worship is well planned and executed. Careful use is made of pupil involvement and evaluation. As a result, it is 'the beating heart of the community'.
- Religious education (RE) is well led and managed. Pupils speak confidently about a range of world faiths and opinions which enriches their understanding of the world around them.

Development Points

- Develop a clear system for monitoring the impact of the policy on spiritual development. This is to ensure the spiritual flourishing of all.
- Extend opportunities for pupils to identify and explore issues of justice and fairness in the wider community. This is so they may understand how they can have personal influence and become agents of change.



Inspection Findings

Sitting at the heart of its community Jolesfield Church of England Voluntary Controlled Primary School acts as a beacon of kindness, positivity and respect. This is because its Christian vision drives the life of the school. Leaders are determined that pupils and adults will be enabled to 'live life in all its fulness'. They ensure that decision making is grounded in the school's vision and its values. This has empowered courageous choices in the use of resources across the school. For example, careful use of teaching assistant time has enabled the needs of pupils to be met creatively. Teamwork and thankfulness are hallmarks of the day-to-day life of the school. There is a tangible atmosphere of mutual respect and positivity. As a result, this is a place where people can thrive. Governors know the school well. There are clear systems for monitoring and evaluating the impact of the school's vision. This provides effective support and challenge to school leaders and ambition for ongoing development. The headteacher works in close partnership with the heads of other local small schools. This important work fosters a chance for mutual support for staff across all schools involved.

The curriculum of the school is carefully shaped to meet the needs of its pupils. They are provided with a range of enrichment opportunities. This enables them to experience life beyond school and an appreciation of the world around them. Careful planning is used to meet the needs of individuals. Parents of children with special educational needs and/or disabilities (SEND) appreciate the way that the school works in partnership with them. They know that their opinion is respected and valued. This provides confidence and mutual respect. Vulnerable children are actively prioritised. Leaders recognise that this is an important priority in ensuring that all pupils may flourish. The introduction of a policy for developing spirituality across the curriculum is beginning to have an impact. This will ensure the spiritual flourishing of all.

Collective worship is valued across the school community. It is carefully planned to be welcoming and inclusive. Time is provided for stillness, prayer and personal reflection. Pupils enjoy taking an active role. They sing enthusiastically and are willing participants in drama, actions and appropriate leadership activities. Contributions from leaders from outside, including local Anglican clergy enhance worship. Visits to local churches for services enlivens the celebration of a range of festivals including Christmas, Easter and Pentecost. Parents recognise the importance of collective worship. They appreciate the opportunity to be invited to be part of services in school and in churches. This enhances the spiritual development of pupils and their families. Worship is evaluated by leaders, including governors, and pupils. By informing future planning this ensures that it meets the ambition of being 'the beating heart of the school'. Class worship enables pupils to consider and reflect on weekly themes. This is an opportunity to express and develop their opinions in a safe space. A prayer tree in the reception area of the school allows the sharing of concerns and requests for prayer. This provides a reminder of the importance of prayer to the wider community and visitors.

The atmosphere throughout the school is one of kindness and respect. Pupils, parents and staff talk confidently about its inclusive culture. Individuals feel valued and known. As a result, they thrive. Staff are supported in times of need and personal challenge. Their personal and professional development is given priority, enhancing their wellbeing. Parents know that their concerns will be heard and effectively addressed. Pupils are confident that bullying is exceptionally rare, and that any instances of unkindness are swiftly dealt with. The school is careful to use a restorative approach to dealing with pupil relationship issues. This ensures that the school's vision enables pupils to develop compassion and make positive choices. Good mental health is given priority. For example, those finding coming to school difficult can make use of the school's 'Early Start Club'. This has played an important role in establishing the high attendance rates in the school. The school's behaviour policy is rooted in its vision and values. The Friday celebration worship reinforces the role that promoting the values in everyday behaviour plays. Pupils are proud to be ambassadors for the values of their school and this impacts positively on the wider community in the village and beyond.



Across the school pupils enjoy acting as role models and advocates. Year 6 pupils relish the opportunity to be 'buddies' for reception children. Year 5 pupils also act as buddies in the local preschool. Pupils take leadership roles in sport, worship, digital communications, eco-activities and as school ambassadors in student council activities. Pupil voice is valued by staff and governors. It has an appropriate level of influence on decision making. They are passionate advocates for issues close to their hearts. For example, a group of pupils ran a very successful summer fair raising funds for five charities chosen by individual classes. The event was successful in bringing the community together and raising awareness of the charities involved. However, the opportunities for pupils to recognise their potential to be individual agents of change are less developed. Relationships across the school are strong and pupils recognise the need to be fair to each other. The Key Stage 1 eco-group are enthusiastic advocates for good stewardship of the environment. This is a good example of empowering the youngest to be leaders in the school.

RE is well led and planned. Its weekly lessons give pupils the chance to consider a range of world faiths and opinions. Christianity is considered as a global faith and key Christian teachings are developed in the curriculum. The thorough planning is carefully sequenced so that key concepts are explored and understanding strengthened over time. The school works in effective partnership with the Diocese of Chichester making good use of training and support provided. As a result, non-specialist teachers are provided with the materials they need to develop confidence in teaching RE. Pupils appreciate the chance that RE gives them to understand more of the world beyond their locality. They recognise the impact that this has on their understanding of the world. Governors place high value on RE. They monitor its effectiveness and ensure that it is given appropriate priority in the school.

Jolesfield School makes a real impact on its community. This is because of the determination of leaders that their school can be a place where individuals flourish spiritually, socially, emotionally and academically. As a result, staff, pupils and families can thrive and 'have life and have it to the full'.

Information

Address	Littleworth Lane, Partridge Green, Horsham, RH13 8JJ		
Date	20 September 2024	URN	125985
Type of school	Voluntary Controlled	No. of pupils	155
Diocese	Diocese of Chichester		
Headteacher	Vicky Price		
Chair of Governors	Simon Crute		
Inspector	Nicki Edwards		