

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

## Slindon Church of England VC Primary School

### Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high-quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

### Strengths

- The school is successful in ensuring members of the school community flourish spiritually. A clear focus on the Christian vision provides opportunities for pupils and adults to do well.
- Leaders have ensured that the curriculum reflects the vision and is inclusive. It expresses a firm commitment to the development of the pupils' spirituality. Pupils and adults are valued and treated well.
- Thought-provoking collective worship is a special moment of the school day.
- The partnership with the church plays an important role in enriching the pupils' understanding of responsibility.
- Religious education (RE) is led extremely diligently and effectively. It makes a strong contribution to how well pupils flourish. The RE curriculum has clear aims and a strong structure, enabling pupils to build on what they have learned before.

### Development Points

- Involve pupils more in planning and leading collective worship. This is to ensure there are even more opportunities for their spiritual growth.



## Inspection Findings

The school's Christian vision is highly ambitious. It is successful in its aim for pupils and adults to 'shine brightly' and stand up for what is right. The vision challenges the school community to live out the fruits of the spirit that include patience and gentleness. These qualities are built into the school's policies, procedures and what it provides. The vision serves pupils, their families and those who work and volunteer at the school well. The staff bring the vision alive. They do this through their actions and the support they provide for pupils' academic learning and personal growth. This guidance is warm and helpful, enabling pupils to understand what is being taught during lessons. Pupils respond positively by showing care for other pupils and staff throughout the school day. There is a real sense of belonging to the school community felt by children and adults. The school regularly and meaningfully promotes the vision. For example, the fruit of the spirit awards are given to pupils every week. These celebrations focus on those pupils who have acted in a way that shows they are living out the school's vision. The church plays a key role in supporting the school's vision to enable pupils to flourish, both personally and spiritually. Church leaders provide pastoral support and spiritual guidance for pupils and adults. Church leaders and governors know the school community well. Governors ensure that the vision is used to direct policy and the school's strategic direction.

The curriculum is shaped by and reflects the school's embedded Christian vision. The curriculum enables pupils to learn key skills and have a strong knowledge of the local area and the wider world. The curriculum also develops pupils' understanding of how they can play an active part in community life. Consequently, pupils develop a keen sense of how to be kind and caring. The local church and school leaders work together very well. They enable pupils to develop their learning beyond academic subjects. Leaders have thought very carefully about how the curriculum helps pupils to develop their personal skills. For example, pupils make and maintain positive friendships and know how to work and play cooperatively.

Collective worship is a key part of the school day and highly inclusive. The school has designed worship to enhance pupils' understanding of spirituality and the life and teachings of Jesus. Worship strengthens pupils' knowledge of the school's Christian vision and values. The school uses these times each day to help pupils to understand virtues such as forgiveness, discipleship and love. The partnership with the local church ensures that a range of people contribute to the delivery of worship. The school follows a thematic and well-structured programme for worship. This helps pupils to understand the importance and reason behind wider aspects of faith and Christianity, for example prayer. As a result, collective worship promotes prayer effectively, engaging pupils purposefully in reflection about themselves and issues faced by others. Leaders of worship are supported to develop their skills of planning worship through the church and the diocese. However, there are limited opportunities for pupils to plan and lead worship.

The school serves the pupils and the community with Christian compassion unconditionally. This is set from the school's vision. There is a clear expectation that people should be treated well. The school comes together frequently to reflect deeply on how they should act towards one another. For example, pupils meet with staff to talk through events that have happened. This develops a very strong sense of community. Relationships are very strong. As a result, there is a high degree of respect between pupils and adults. The vision makes it clear that everyone is considered equal and has an important place in the school and its work. Staff consider carefully how they can best help pupils to understand people's feelings and emotions. The school uses a range of resources judiciously to help pupils understand the challenges that others may face. For example, the resource 'Why am I rude?' helps pupils to understand why some may struggle with certain expectations. Pupils are shown how to behave towards others, for example through structured activities led by an adult. This helps pupils to reflect thoughtfully on how to treat others, including how to play together happily and safely.



The school recognises the uniqueness of each individual person within its community. It has a culture of praising pupils and adults for their achievements, however seemingly small. Pupils have a clear understanding of what it is to be just, fair and responsible. Staff make very effective use of lessons and wider opportunities to help pupils understand these intangible aspects of life. Pupils take on roles such as school councillor and ambassador to sharpen their leadership skills. These opportunities further enhance pupils' knowledge of how to act in a position of responsibility, including when representing others. The responsibility that pupils should display at different times is a key part of the school's work. For example, pupils are supported to act appropriately when they have both won and lost in competitive games. Pupils' understanding of justice is developed through the curriculum. Pupils know how justice can promote fairness and equity. Pupils' knowledge of justice is strong. This is because this concept is woven effectively through a wide range of subjects. This enables pupils to know what is right and fair and act upon this, even when it may be difficult. For example, through their work with UK Harvest, pupils support the drive to eliminate hunger and food waste.

RE is a high priority with a significant but appropriate amount of time planned for the subject. The subject is well led. The leader of RE maintains a detailed and up-to-date knowledge of national developments. Teachers are supported well to deliver the RE curriculum. This helps pupils to gain meaningful insights and knowledge about a range of world religions. The leader checks that the RE curriculum enables pupils to gain the key knowledge about different religions. This evaluation is thorough. The school makes very good use of diocesan resources, which support the depth and variety of the curriculum. The way that learning is structured is thorough and comprehensive. RE is broad ranging, covering Christianity and a wide range of world religions. The planned curriculum is followed closely. As a result, pupils build their knowledge and understanding of Christianity, a range of other faiths and non-religious world views in a logical order.

## Information

Address	Meadsway, Slindon, Arundel BN18 0QU		
Date	18 September 2024	URN	125994
Type of school	Voluntary Controlled	No. of pupils	76
Diocese	Chichester		
Headteacher	Laura Webb		
Chair of Governors	Philip Johnson		
Inspector	Richard Blackmore		