

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

## Beckley Church of England VC Primary School

### Vision

Christian Vision: 'Let your Light Shine'

At Beckley we embrace the adventure of learning, encouraging everyone to step out further, think more deeply and become more understanding. Inspired by our Christian values, we will develop our skills, our courage and our wisdom to achieve beyond expectations and become successful learners, caring citizens and confident individuals. Through God's love, we are nurtured, we are inspired and we shine. (Matthew 5:16)

### Strengths

- The leadership team, with support from governors and the diocese, has ensured the Christian vision is deeply rooted in the life of the school. The impact of this is that pupils and adults are encouraged to 'let their light shine' and are flourishing.
- The Christian vision has shaped the curriculum so that pupils thrive and are successful. The extended learning experiences on offer provide a wide range of opportunities, enabling pupils to be successful learners and confident individuals.
- Pupils know how to be caring citizens and treat others well. As a result of the leadership team's unwavering focus on wellbeing, pupils are encouraged to love one another. Pupils are mindful of their own needs as well as those of others.

### Development Points

- Establish a common understanding of spiritual development in the life of the school. This is so that pupils can articulate the impact of the curriculum on their spiritual lives.
- Increase the engagement of pupils in the planning, evaluation and leading of collective worship. This is so that pupils can contribute more actively to spiritual flourishing in their school community.
- Embed a range of strategies to monitor the breadth of the curriculum, depth of knowledge and challenge in religious education (RE). This is so that different groups of learners are successful in this subject.



## Inspection Findings

The Christian vision is deeply rooted in the school culture. Pupils and adults are encouraged to 'let their light shine' by becoming a successful learner, confident individual, and caring citizen. The headteacher and staff team are passionate in embedding the key messages from the vision so that pupils thrive in school. Devised by representatives of the whole school community in 2020, the vision is now a living reality. The diocesan school effectiveness officer supports the school in embedding the school vision so that all flourish in school. The Christian vision is lived out through six Christian values: love, compassion, kindness, forgiveness, truth, and courage. The governor ethos committee monitors the impact of school's Christian vision on the life of the school. This ensures that the school lives up to its Christian foundations, so that pupils and adults flourish. One parent said, 'The school is like a family'. A member of staff highlighted the importance of the vision in embedding a positive, caring, culture in the school. The headteacher is extending the Christian vision beyond the school by providing executive headship support to another local school.

The curriculum enables different groups of learners to flourish. The breadth of curriculum excites pupils, and they enjoy their lessons. The school provides regular opportunities for pupils to extend their learning beyond the classroom, deepening their learning experiences. Recently, the whole school went on a trip to the Hastings Contemporary Art Gallery. Enriching the learning experiences has enabled pupils to experience new challenges and success in their learning. Pupils are encouraged to attend after school clubs throughout the year so that pupils experience challenge and success beyond the planned curriculum. Adaptations to teaching resources are made so that pupils with special needs and/or disabilities (SEND) are successful in school. One parent said how happy they were with the personalised approach to support for their child. Their child was happy and enjoying school life. Pupils are encouraged to reflect on how to be caring citizens through the choice of curriculum themes and texts studied. Staff have not yet established a common understanding of planned moments in the curriculum which aid the spiritual flourishing of pupils.

Collective worship is planned and sequenced well. This enables the Christian vision and related values to be embedded in the life of the school. Collective worship is inclusive, enabling pupil voice through whole school and class worship every week. The resources used in class worship have been carefully chosen to generate discussion on national and global issues. The range of resources used to make worship relevant inspires pupils and adults. Pupils and adults are invited to pray, sing, and reflect on the Bible passage and relate the issues being explored to everyday life. Pupils are encouraged to reflect and respond in their own way. Reflection floor books, journals, and reflection areas enable pupils to explore the collective worship theme at other times in the day. The collective worship experience is enhanced with the support of clergy from the local church who lead worship in school and in church. Collective worship leaders have completed national training and now have more confidence in supporting class and whole school worship. Pupils are not yet actively involved in collective worship in ways which contribute to the spiritual development of the school community.

Being caring citizens is very evident in the life of the school. Pupils demonstrate a deep understanding of what it means to show love towards themselves and others. There are several pupil leadership roles in school. These include shining light leaders, school council representatives and sports leaders. There is an impressive buddy programme between Year 6 and Year R pupils whereby pupils build strong friendships between each other. In a short space of time, the Reception children gain confidence in all aspects of school life. The partnerships between schools in the federation has strengthened continual professional development (CPD) opportunities for staff. The headteacher is extending his leadership role to support another school outside the federation. This has led to greater responsibility and leadership development for other staff in school. The school effectiveness officer from the diocese supports the school with CPD and other school development matters. Staff report being supported by the leadership team in professional development and in managing their wellbeing. Actions



are in place to support pupils, such as the Talk About Groups. These sessions give pupils the confidence and courage to manage new challenges and changes in school and beyond. One parent reported how well the support given by staff meets their child's needs. As a result, their child wants to come to school every day.

Pupils have a strong sense of justice which is embedded through the Christian vision and their understanding of being a caring citizen in school. Understanding justice is promoted through the themes studied in the curriculum, roles and responsibilities in school, and during collective worship. Recently, Year 3 and 4 responded to the issues of the deforestation of rainforests. As a result, the class visited a local wild animal sanctuary and adopted an anteater. They shared their concerns with the school community. Pupils are encouraged to have a voice and celebrate their achievements throughout the year. The shining light leaders and classes choose local and national charities to fundraise for. Recently, the headteacher raised awareness of the needs of an orphanage in India. In response, the pupils raised money, and toys were bought for the children.

Pupils enjoy their RE lessons, particularly when the learning is more active. Pupils like RE lessons that include art, drama, debate and visiting the local church. Pupils in Reception are encouraged to engage at a deeper level in RE lessons. Their recall of the creation story from the Bible is impressive. A Year 6 pupil described an interesting class debate comparing the creation story, the theory of evolution and the resulting dilemma for Charles Darwin. The curriculum coverage is sufficiently planned, sequenced, and balanced. However, monitoring the impact of the breadth and challenge in RE lessons for different groups of learners has not been embedded.

## Information

Address	Main Street, Beckley, Rye, East Sussex. TN31 6RN		
Date	27th September 2024	URN	114490
Type of school	Voluntary Controlled	No. of pupils	91
Diocese	Chichester		
Federation	Genesis		
Headteacher	Simon Thurston		
Chair of Governors	Rose Durban		
Inspector	Sam Crinnion		