

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Slinfold Church of England Voluntary Controlled Primary School

Vision

Caring for each other, Learning from each other, Achieving with each other, Guided by God.

Slinfold C of E Primary School serves its rural parish by promoting excellence in academic, practical and spiritual learning. We believe that everyone is made in the image of God and aim to provide experience of our diverse world; through high expectations, support, curiosity, challenge and a love of learning, enabling all to flourish.

Slinfold C of E Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The distinctly Christian vision accurately reflects the context and needs of the school community and is securely promoted through its four values. It solidly underpins all aspects of school life and drives school developments.
- The vision actively informs high quality provision. This is carefully adapted to meet the needs of the pupils especially those with special educational needs and disabilities (SEND) or who are vulnerable.
- The school radiates a deeply caring and nurturing ethos. This is clearly reflected in the positive relationships and behaviour the school community demonstrate towards each individual.
- Strong partnerships between the school, the parish church, parents and the local community are highly valued. They impact positively on the flourishing of the school community.
- Collective worship and religious education (RE) contribute significantly in promoting the vision and values, and significantly support the spiritual development of the school community.

Development Points

- Develop a shared language of spiritual development in order to deepen existing spiritual opportunities.
- Broaden opportunities for pupils to explore issues relating to justice and responsibility. This is in order to increase their understanding of their place in the world and how they can impact upon it.
- Promote curriculum opportunities for pupils to engage with communities more diverse than their own. This is in order to strengthen their understanding of diversity in all its forms.



Inspection Findings

Slinfold's distinctly Christian vision is at the heart of this popular village school with increasing numbers of pupils being admitted. The vision was carefully crafted two years ago as part of the school's new start when the headteacher was appointed. It accurately reflects the needs and aspirations of the community, such as wanting to address the school's minimal diversity. It holistically shapes school developments that firmly put the needs of the pupils first, and is lived daily through its Christian values. Motivational leadership, positive relationships and inclusive teamwork across the school passionately drive development. Effective staff support, welfare and training enable them to flourish and promote the school's ambitions for the pupils. Strong local partnerships, especially with the church, reflect the vision and enrich the lives of the school community. Robust systems evaluate the school's effectiveness. Focused monitoring by governors and school leaders is complemented by staff, parent and pupil feedback, plus government and diocese reports. Consequently, governors and leaders have a secure knowledge of the school and the impact of its developments. For example, improved RE provision and effectiveness driven by the appointment of an additional RE teacher.

The vision deeply underpins the school's impressive range of exemplary curriculum provision and support strategies. These are carefully adapted to meet the pupils' various needs. Provision for pupils with special educational needs and disabilities (SEND) or those who are vulnerable is a school priority. For example, the leaders' appointment of an additional support teacher or implementing a bespoke curriculum. A diverse range of curriculum enrichment and extra-curricular activities enhance pupils' learning experiences. For example, a week focusing on different countries and languages fostered the vision to 'provide experience of our diverse world'. Strengthening pupils' understanding of diversity through practical engagement with communities more diverse than their own is limited. Positive opportunities for spiritual development are an integral part of the curriculum. These are planned, for example during forest school, and unplanned such as when a rainbow appears. However, the depth of these opportunities varies, impacting on their effectiveness. This is due to the absence of a shared language to express spiritual development and how to promote it. Effective monitoring by the school leadership and governors ensures they know the impact of the curriculum on the pupils.

Collective worship is securely shaped by the vision's aim to promote spiritual learning. Well-planned themes based on the Christian calendar and biblical teaching develop this through exploring the vision and values. Worship is strongly supported by the local church. It is held in church at key Christian times of the year and led in school by church members. Significant spiritual development opportunities that are provided through prayer and reflection include everyone. Worship is deliberately at the end of the day, bringing everyone together to reflect on the values and the day's events. Regular prayers and reflection at the beginning and end of worship further nurture spiritual development. Reflective thoughts, suggested by the worship leader to take away and share at home, enhance this. Pupils confidently describe prayer and reflection as an important time to communicate with God. Pupils enjoy worship and describe ways it has inspired them to behave differently. They especially enjoy acting Bible stories and leading class worship and prayers they have planned, enhancing their spiritual development. Staff describe worship as a positive experience. They articulate a range of views about what spirituality means to them and how worship supports their spiritual development.

The vision of 'caring for one another' is tangibly radiated in the school's deeply caring and nurturing ethos. Positive relationships among the school community actively demonstrate the school values of treating each other with respect and compassion. Pupils are respectful and polite to adults, and compassionately care for each other,



especially younger pupils at breaktimes. Staff give genuine, caring support to each other personally and professionally. Good mental health and wellbeing have high importance especially for those experiencing a difficult time. Exemplary provision and practices promote this, such as a behaviour approach enabling pupils to recognise and regulate their emotions. Class worry boxes for pupils to share their concerns and emotions further support wellbeing. Staff wellbeing is equally important. It is regularly discussed at governor meetings with appropriate and innovative action taken to enable wellbeing and ensure appropriate work-life balance. Specially trained staff mental health first aiders enhance this. Staff are valued resulting in stable levels of retention. Commendable provision and practices also support parents' mental health and wellbeing especially in difficult times. For example, providing bespoke school-based help and workshops linked to support agencies. An impressive list signposting community support networks enrich this provision.

Responsibility is a core school value, strongly fostered through pupil responsibility roles such as the school and eco councils. Pupils have a clear sense of responsibility and justice. They talk sincerely about responsibility towards God's world and its people, standing up for justice, and doing what is right. Well-planned curriculum opportunities enable pupils to explore 'big questions' about justice and responsibility. Issues raised through national events such as Children in Need complement this. Pupils are often motivated to take action to address issues they have learned about, such as organising charitable fundraising events. Mutually beneficial partnerships with the local church and community are highly valued. These promote pupils' responsibility and the vision's aim to learn and achieve with each other. The church supports worship, religious education (RE) and donates Bibles, plus local tennis and cricket clubs provide sports training for pupils. The school joins the church in supporting a local foodbank at harvest time, and improves the local community by litter picking. Broader opportunities for pupils to explore issues relating to justice and responsibility are underdeveloped.

RE is a high priority subject within the curriculum. This is reflected by the appointment of an additional RE teacher to enable it to be taught in separate Key Stage 2 year groups. Thorough planning ensures the curriculum is appropriately sequenced, well-balanced, challenging and diverse. RE significantly promotes the vision, values and spiritual development through effective use of quality resources and activities adapted to pupils' needs. Pupils keenly explore key concepts in various religions and world views, helping develop their knowledge and understanding of religious diversity. Appropriate opportunities are provided within the curriculum for pupils to consider challenging questions and share their personal views. For example, the Bible's creation story compared to the scientific 'big bang' theory. Pupils enjoy RE and confidently articulate what they have learned. Effective monitoring and evaluation by school leaders accurately identifies RE strengths and development needs, ensuring high quality provision is sustained.

Information

Address	The Street, Slinfold, Horsham, West Sussex. RH13 0RR		
Date	21 November 2024	URN	125995
Type of school	Maintained Voluntary Controlled	No. of pupils	126
Diocese/District	Chichester		
Headteacher	Iain Campbell		
Chair of Governors	Sarah Elphick		
Inspector	Richard Dyer		