

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Iford and Kingston Church of England Primary School			
Address	Wellgreen Lane, Kingston, Lewes, BN7 3NR		
Date of inspection	30 January 2019	Status of school	Voluntary Controlled Primary
Diocese	Chichester	URN	114530

Overall Judgement	Grade	Requires Improvement
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Requires Improvement

School context

Iford and Kingston is a primary school with 200 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The school has recently expanded to one-form entry due to increasing pupil numbers from local towns and communities and is actively exploring a range of partnership possibilities with other local schools.

The school's Christian vision

To provide a broad and balanced education founded on Christian values in which all children achieve and enjoy. Our education is based around our core values of respect, co-operation, resilience, responsibility, aspiration. Through these Christian values we can learn together, play together & live together.

Key findings

- The school does not yet have a distinctive Christian vision which the leadership can articulate and which drives the development of the school as a church school.
- The recommendations of the previous inspection have not been fully addressed which has limited the school's development as a distinctive church school.
- The school provides wide ranging opportunities throughout the curriculum for the spiritual, moral, social and cultural development of pupils.
- The school's caring and nurturing ethos results in excellent relationships within the school community.

Areas for development

- Review the vision to ensure it has a biblical basis that is clearly understood by the school community, informs provision and drives the development of the school as a church school.
- Strengthen the Christian distinctiveness of collective worship to reflect the vision's biblical basis and involve pupils in the planning, leading, and evaluation of worship.
- Develop the role of the new religious education (RE) leader to enable her to implement an action plan that establishes and embeds good quality RE across the school.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Since the last inspection the school has developed a vision based on five core values. Biblical references are currently being identified to illustrate each value, but biblical teaching does not yet underpin the school's vision, so leaders and governors cannot articulate its Christian roots. As a result, the school does not yet have a distinctive Christian vision which is understood by all and which drives school development. Monitoring and evaluation by leaders and governors does not focus specifically enough on the effectiveness and distinctiveness of the school as a church school. Consequently leaders are unable to say with confidence how the Christian distinctiveness of the school is developing and enabling pupils and adults to flourish. The recommendations from the previous inspection have only been partially implemented, so RE and collective worship are not yet good. The school does not subscribe to the diocese support service which has limited the opportunities for it to develop its Christian distinctiveness. The school therefore requires improvement to become a good church school.

The school's core values and ethos have a positive impact on the life and well-being of the school community. The school provides a broad range of curricular and extra-curricular activities as well as many enrichment opportunities alongside numerous strong local and global partnerships. These all contribute significantly to pupils' academic and personal development. There is significant provision for pupils with special educational needs or disabilities (SEND) including a dedicated 'Nurture Room'. The special needs co-ordinator effectively ensures that pupils' needs are accurately identified and appropriate interventions put in place. Consequently, academic attainment for all pupils, including those with SEND, is in line with national results. The school provides many opportunities for spiritual development across the curriculum. Pupils explore 'big questions' on ethical and spiritual issues. However, there is not yet a clear understanding of spiritual development that is shared by the leadership and staff.

The school's values of aspiration and resilience strongly support the character and moral development of pupils. Pupil candidates for the 'Headteacher for the Day' competition talk confidently about how these values help them achieve and enable them to overcome challenges. Close links with a school in Malawi deepen their awareness of cultural diversity and curriculum projects such as 'The Rain Forest' encourage them to think globally and explore issues about exploitation of the natural world. This work has led pupils to initiate plans for a future project to ban plastic in school packed lunch boxes.

The school's values strongly promote social development enabling the school community to fulfil its vision to learn, play and live together. This vision is established through many initiatives such as pupil buddying arrangements and 'Child of the Week' awards which result in pupils showing good behaviour and positive relationships towards each other. Pupils say how the values influence their behaviour and stress the importance of forgiveness and reconciliation when relationships break down. The school promotes good mental health and well-being of pupils through imaginative strategies such as pupil voice worry box, social skills groups, teaching relaxation techniques, and sensory calming running circuits. Parents speak highly of the school's nurturing and caring ethos. Staff describe the school as a family and speak positively of the care and support they give each other.

Respect is a core value and the school provides many opportunities for cultural development which promote dignity and respect. Pupils learn about other religions in RE and through an effective link with a local secondary school with pupils working together on a diversity project. Science and technology topic weeks raise awareness of gender issues and close charitable links with a local foodbank promote awareness of social diversity. The school has a strong culture of encouraging pupils to express their opinions which they do confidently with dignity and respect for each other.

The lack of a theological basis for the school's vision limits the distinctiveness of worship. Collective worship is called 'Assembly' and is only broadly rather than distinctly Christian. Themes are based around the Christian calendar and are linked to the Bible, current affairs, the school's various partnerships and other world faiths. These themes provide some opportunities for pupils to encounter the teachings of Jesus and the Bible, deepen their understanding of the school values and link them to their own lives and the wider world. Pupil involvement in planning, leading, participating and evaluating worship is limited to a few occasions in school and church. In the worship observed involvement was limited to discussions and voluntary participation in the prayer. Opportunities for pupils to experience and be involved with the varied traditions of Anglican worship, such as lighting a candle at the start, were not included. Prayer forms part of worship and has developed since the previous inspection. There

are now prayer areas in the hall and classrooms where pupils write and share prayers. However, the value of prayer is variable among pupils. Some said it was as an opportunity “to talk to our heavenly father” and to pray for loved ones, but for others it has little impact on their lives. Occasional monitoring and evaluation of worship has accurately identified it as an area for development.

RE has been reviewed since the last inspection. The RE curriculum is now linked to other curriculum areas and real contexts. As a result, pupils report they enjoy RE and find it interesting. However, the lack of a theological basis to the school’s vision and values means it requires further improvement to fully reflect the Church of England Statement of Entitlement. RE planning delivers the curriculum in line with the required local syllabus but assessment of RE is limited and does little to inform subsequent planning or pupil progress. Monitoring and evaluation has identified a need to improve RE. The school’s new and enthusiastic RE leader is clear about what steps need to be taken to develop RE and will be undertaking Understanding Christianity training. She is also collaborating with another church school to develop resources and share good practice.

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