

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

<b>Ninfield Church of England Primary School</b>	
Address	Church Lane, Ninfield, Battle, East Sussex. TN33 9JW

School vision
<p>Ninfield CE Primary School develop pupils to be the very best they can be; as Jesus teaches through the Parable of The Sower, we all have unique abilities that can be nurtured and grown. We provide the opportunities and relationships, challenges and support to ensure all members of our community grow to fulfil their highest potential. By setting the conditions for all to thrive, we develop the seeds of talent and ambition.</p> <p>Rooted in Jesus' love and example, all members of the Ninfield family have a shared aspiration for our community, that we have summarised in language our children can understand: 'Growing, loving, learning together'</p> <p style="text-align: center;">Christian values to help live out the vision in school: thankfulness, forgiveness, responsibility, honesty, respect, perseverance.</p>
School strengths
<ul style="list-style-type: none"> <li>• The school's Christian vision has clear Christian roots. The vision is setting the conditions for pupils and adults to grow and fulfil their highest potential. The leadership of the school and diocesan trust have ensured that pupils and adults are flourishing.</li> <li>• The school works hard to implement an ambitious curriculum. This reflects the school's desire for all to thrive and is well suited to its local context.</li> <li>• In collective worship, pupils and adults are actively involved and engaged. The creative use of pupil worship leaders leads to a meaningful participation in their leading of collective worship. This means that pupils play their part in embedding the Christian vision and the values of the school.</li> <li>• There is a persistent focus on the wellbeing of the school community. This has led to building strong relationships with parents, the local church and community. Parents believe that children will be the very best they can be by 'growing, loving, learning together.'</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop the current understanding of spiritual development so that it naturally permeates all aspects of school life.</li> <li>• Embed a shared understanding of the types of knowledge needed for a challenging religious education (RE) curriculum.</li> </ul>

## Inspection findings

The leadership team has ensured that the school's Christian vision, 'growing, loving, learning together' is enabling pupils and adults to thrive. With a focus on the school vision, the leadership team has built strong relationships with the parents and local church. The impact of this is a shared belief, within the school community, that pupils and adults will flourish. Pupils feel happy and safe in school and speak confidently about the impact of the school's vision on their personal achievements. One pupil described the vision saying, 'It means that the teachers are the water and soil, we are the seeds growing'. A parent reported that the school was 'living out the vision'. Pupils are very proud of the school's 'wall of fame' which celebrates individual pupil achievements inside and outside of school. The vision has led to positive changes in the life of the school and set the conditions for learners to be the best they can be.

The curriculum ensures breadth of learning, is engaging and appropriately challenging for learners. The staff have considered the context of the school and devised a curriculum based on five golden threads that underpin the school's vision. The curriculum fosters an understanding of diversity and global issues. Teachers report good opportunities for continuous professional development, emphasising the positive impact the trust offer has on their personal career paths. Parents have noticed a difference in the breadth of learning opportunities in the curriculum this year. The governors closely monitor the impact of the school vision and leadership actions on curriculum developments and pupil outcomes. The trust and appointed governors provide support and direction for the leadership team. The school has developed a shared approach to spiritual development. This has yet to be embedded across all areas of school life in addition to planned opportunities within the curriculum.

Collective worship is inclusive. Adults and pupils in school come together for daily worship which provides practical support for their daily lives. During whole school worship, adults and pupils reflect on the Christian message being explored through a related biblical text. Pupils are encouraged to think of ways they may personally respond to the theme being explored. Class worship is led by worship leaders, who are confident and passionate about their role. They have undergone training and lead worship in a chosen class each week. The school has close links with the local Church of England and Methodist churches, with both incumbents regularly supporting school worship. One parent commented on how they had enjoyed the class-led worship in the local church this year.

RE is taught through a range of planned learning activities which both excite and engage different groups of learners. The focus is on pupils being able to use religious language and ideas confidently. As a result, the schools' approach includes a range of learning activities including drama, debate and art. There is support from the local vicar on teaching some Christianity topics. This includes visits to the local church for specific RE lessons. The curriculum is balanced with a range of faiths studied. Pupils are encouraged to reflect and respond to the theme being explored in a lesson and are encouraged to give their own viewpoints. Pupils express their love of RE lessons. One pupil explained that their favourite lesson was when they had students from a local school visit and share the key facts about their faith, Islam. Another pupil explained they had enjoyed a drama lesson, acting out a story from the Bible. There is, however, currently a lack of consistent challenge which appropriately deepens pupils' knowledge and understanding.

The leadership team is focussed on the wellbeing and safety of the school community. They have an open-door policy and parents feel welcomed and supported. Support for the wellbeing and mental health needs of pupils and adults in the school community is a key focus. The school Christian vision underpins policies and

practice in supporting pupils, staff and parents through challenging times. Staff have undergone training to be mental health first aiders and pupils have applied to be wellbeing champions. One parent said that it is clear that the vision is having an impact on developing pupil responsibilities in school. The wellbeing of staff is monitored by the leadership team and time is provided to fulfil their leadership roles. Pupils say that they are happy and safe in school. They know what to do and who to go to if there is a problem.

The chosen curriculum themes and texts within the curriculum stimulate reflection and response to local and global issues. Leadership roles for pupils make a difference in the world, they are encouraged to take their roles seriously. These include an online safety group, school council, and planet protectors. Pupils are encouraged to have a voice and to be agents of change. The school council plays an active part in school improvements. The impact has been better outdoor physical play activities and toilet facilities for children. The online safety group have led e-safety actions in school to raise awareness in adults and children about keeping safe on the internet. Pupils have raised funds to support the work of the Kent and Sussex Air ambulance service and St. Michael's hospice.

The inspection findings indicate that Ninfield Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	01 July 2024	URN	149576
VA/VC/Academy	Academy	Pupils on roll	153
Diocese	Chichester		
MAT/Federation	Diocese of Chichester Academy Trust (DCAT)		
Headteacher	Dan Getty		
Chair	Cathy Slow		
Inspector	Sam Crinnion	No.	C 24.25