

## Fletching Church of England VC Primary School

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

## Vision

A small school with big ideas growing in the love of God.

'Let your roots grow down into him, and let your lives be built on him.' (Colossians 2:7)

## Strengths

- The school's Christian vision is transformational. It is central to the life and work of the school. Leaders are committed to ensuring pupils and adults flourish academically, emotionally and spiritually, regardless of their needs or starting point.
- Collective worship is a valued and respected time of spiritual flourishing for the school community. Times of prayer and reflection are a priority.
- As a result of the vision, this school community is joyful, harmonious and unified. Relationships between pupils and adults are nurturing and inspiring.
- Pupils who are deemed vulnerable and those with special educational needs and/or disabilities (SEND) flourish well. Specialist training is given to all adults to ensure they understand how to facilitate learning for a wide range of needs.
- The religious education (RE) curriculum provides pupils with rich opportunities to reflect on a range of world religions and different worldviews.

## Development Points

- Develop opportunities for pupils to consider issues of justice as global citizens. This is so that they are better prepared to lead initiatives as independent agents of change.



## Inspection Findings

Through driving its Christian vision, the school is an inspirational community invested in building each other up. The school's commitment to being rooted in God's love fosters an environment where both pupils and adults flourish. With high expectations and a belief in being the 'salt and light' in its community, the school overcomes challenges. Standing firm in the faith and strength of its vision, leaders and governors kept this threatened small school open and flourishing. Adults are encouraged to pursue personal and professional growth in their lives and careers. As a result, staff are frequently promoted within the school and across the federation. Leaders not only provide academic support but also develop the emotional needs of pupils. Staff receive training to fulfil their roles effectively. The school is part of a strong federation where expertise and good practice is readily shared across its schools. Through a pastoral approach, the school nurtures pupils, no matter their background or circumstances. This inclusive mindset creates a strong sense of community, where pupils feel supported and empowered to make a difference. The school's commitment to developing the whole child shapes them in a compassionate environment.

The school's curriculum is firmly rooted in its Christian vision. It is tailored to each pupil, including those with SEND. With the focus on verbal expression, pupils are able to effectively articulate their learning and understanding. The curriculum ensures that pupils develop holistically. They engage in diverse experiences such as trips to London theatres and an intergenerational opera project. The school's understanding of spirituality and its adopted shared language for spiritual development enhances the worship and learning. The relationship with the local church enhances the life of the school in spiritually affirming ways. Parents are empowered as partners in their children's learning. The school's focus on spirituality through experiential learning and its extra-curricular programme is highly effective. Pupils engage with outdoor learning. They are immersed in the natural habitat around them and reflect on creation and animal and plant life. They also learn about how to use nature to make useful arts and crafts. This helps them to flourish spiritually. Due to its federation partnership, the school gives pupils particularly varied learning experiences such as inspiring practical science experiments. These enrich their education. Community engagement is at the heart of the curriculum. Observing and leading on memorials, such as a D-Day commemoration, connects learning to real-world events.

Collective worship is an inclusive experience that has an impact on both pupils and adults. Worship is designed to inspire action, with biblical texts and prayers forming the foundation of pupils' spiritual journey. Through diverse forms of worship, including singing, pupils explore values and social issues. Discussions on justice and injustice are linked to the vision and are an integral part of the worship. Consequently, it has a positive effect on pupils' behaviour. Pupils with SEND flourish spiritually, through tailored support ensuring their active participation in worship. Pupils joyfully take part in worship. The strong partnership between the school and the church is lived out through various activities. Adults and pupils participate in them with enthusiasm. Adults value opportunities for reflection and prayer during worship. Regular services are hosted at the church for the school community. Pupils display their impressive artwork in the church for major festivals. They also engage in community projects such as an organ making workshop and a community library. This shows a shared commitment to nurturing spiritual wellbeing.

Leaders see positive relationships as integral to the flourishing of all members of the school community. Pupils and adults treat each other with the utmost respect. Emphasising the vision, the school encourages pupils and adults to deepen their roots by valuing and loving one another. The ethos of seeing everyone as a neighbour underpins interactions and consolidates the family feel of the school. Adults and pupils actively engage in initiatives to enhance an understanding of diversity. This includes an anti-racist campaign and wide racial



representation in resources. This is intentionally done to broaden perspectives in a school due to its location and context. Valuing self-discovery, the school guides pupils on a journey of personal growth and understanding. Prioritising wellbeing, staff work collaboratively to maintain a supportive team culture. Through these initiatives, the school creates a nurturing environment where pupils and adults alike thrive in the love of God.

The school's active culture of justice and responsibility is deeply embedded and flows from the Christian vision. For the pupils and adults, the welfare and fair treatment of the community is everything. Pupils engage in local social action projects. These schemes raise awareness of justice issues such as racial equality and support for charitable organisations. The school's commitment to fair representation is evident in the School Parliament, where initiatives range from renovating historical landmarks to advocating for people with SEND. Pupils are keen to understand and celebrate differences and rights. Through class-led justice areas, including animal welfare and global issues like cocoa bean production, pupils develop a sense of responsibility. However, pupils' deeper awareness of themselves as agents of change and their independence in engaging in global justice campaigns is limited. By empowering pupils to execute justice projects, staff act as facilitators to nurture the courageous voices of the pupils. This approach promotes a sense of responsibility and instils values of empathy, activism, and community engagement in pupils' learning journey.

RE is a subject of status and priority at the school. Staff have high expectations for pupils' academic and spiritual development through the subject. As a result of the curriculum, pupils' understanding of religions is strong. The RE curriculum offers appropriate challenge and support to pupils. They enjoy rich discussions and debates, developing their appreciation of different worldviews. The RE curriculum sets the tone for other subjects across the school. Its focus on key, deep questions guides the learning process and develops pupils' responses. Teachers effectively build on pupils' prior knowledge. The use of different approaches such as drama and art facilitate an enriching and safe learning space for pupils. Staff access relevant training, which informs their planning. Therefore, pupils enjoy and achieve well in RE as a result of high quality provision in the subject.

## Information

<b>Address</b>	Church Street, Fletching, Uckfield, East Sussex TN22 3SP		
<b>Date</b>	8 October 2024	<b>URN</b>	114503
<b>Type of school</b>	Maintained Voluntary Controlled	<b>No. of pupils</b>	79
<b>Diocese</b>	Chichester		
<b>Federation</b>	Bluebell Federation		
<b>Headteacher</b>	Gemma White (Executive Headteacher), Petrina Ferris (Deputy Headteacher) and Jenni Orwin (Head of School)		
<b>Chair of Governors</b>	Jenny Barnard-Langston		
<b>Inspector</b>	Andrew Wignal		