

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

## Southover Church of England Voluntary Controlled Primary School

### Vision

LIVE, LOVE, LEARN.

We all work together – children, parents, staff, Trinity Church and the community.

We inspire each other to learn through a vibrant curriculum, set within a safe environment that meets the needs of the children.

We gain strength from the love of God and the love of one another, we feel we belong to Trinity Church.

We value: Trust, Compassion, Friendship, Hope, Thankfulness and Fellowship.

We have a healthy mind, body and spirit to allow us to ‘Live, Love, Learn’. (1 Corinthians 13)

### Strengths

- The school’s Christian vision, strongly promoted through values, is firmly rooted in biblical teaching, securely reflecting the needs of the community. It deeply underpins school life and securely informs effective provision.
- The school has a deeply caring and nurturing ethos. This is reflected in the positive relationships, behaviour and support of the school community towards each other.
- The vision fully informs the school’s curriculum and practices. These impact positively on the lives, learning, and wellbeing of the whole school community. It has a positive influence on pupils who are vulnerable, disadvantaged and have special educational needs and disabilities (SEND).
- Strong, mutually beneficial partnerships with the local church, community and schools impacts positively in promoting the vision and the on the lives of the school community.
- Pupils are enabled to flourish in religious education (RE) through the adoption of well-chosen resources and effective curriculum provision. This has the capacity to help pupils to develop a secure knowledge and understanding of a range of world religions and worldviews including Christianity.

### Development Points

- Enhance the planning of spiritual development across the curriculum through developing a shared understanding, definition and language of spirituality. This is so that spiritual development is equally effective across the school.
- Develop opportunities for pupils to engage meaningfully with communities beyond their own. This is to enable practical opportunities to explore issues relating to justice and responsibility more broadly.



## Inspection Findings

Southover's well-established Christian vision is accurately summarised in their motto 'Live, Love, Learn'. It is clearly rooted in biblical teaching expressing God's love, and lived out daily through the school's Christian values. For example, friendship and fellowship clearly expressed in the positive relationships by members of the school community. The vision and values appropriately reflect the aspirations of this community with its increasingly diverse social, economic and religious backgrounds. The vision fully informs the school's curriculum practices and securely puts pupils' needs first, helping towards achieving their potential. A wide range of staff support, welfare and training enabling them to flourish are further examples of the vision in practice. Strong local partnerships, especially with the church, reflect the vision and enrich the lives of the school community. Regular monitoring and evaluation by governors and school leaders is enhanced by effective feedback from staff, parents and pupils. Consequently, well-informed governors give critical support and challenge to the school leadership in promoting the school's effectiveness as a Church school.

The school's vision strongly underpins the vibrant curriculum and school practices. These are carefully chosen and adapted to meet the pupils' various needs. For example, sensibly adopting an approach that empowers and supports social and emotional development. This helps pupils recognise and regulate their emotions and behaviour. Provision for pupils who are vulnerable, disadvantaged and have SEND, is a school priority. Carefully identified and well-considered support and intervention is given. An exciting range of enrichment opportunities enhance pupils' learning experiences such as science and technology week. An impressive range of clubs for different age groups throughout the week provide further quality enrichment opportunities. Effective monitoring and evaluation by the school leadership ensures they know the impact of the curriculum on the pupils. Positive opportunities for spiritual development, such as through 'forest school', are becoming an integral part of the curriculum. However, the planning and approach across the curriculum varies in frequency and effectiveness overall. The process is impaired by the lack of a shared definition of spirituality and a language by which to express it.

Daily collective worship is securely shaped by the vision and promotes the spiritual flourishing of pupils and adults through content and delivery. Each school value is carefully explored half termly through weekly themes focusing on the Christian calendar, biblical teaching and world events. For example, exploring hope through harvest festival, hope in Jesus, and hope for equality as part of Black History Month. Worship is well-planned and inclusive, based on the needs and backgrounds of the school community. It is strongly supported by a close partnership with the local church. Worship is held in church at key Christian times of the year and led in school by members of the church community. Pupils especially enjoy participating in church led 'open the book' worship. Consequently, pupils experience different forms of worship deepening their spiritual understanding of the Anglican faith and traditions. Prayer and reflection form an integral part of worship where everyone is invited to join. This promotes spiritual flourishing through reflection on the worship theme. Pupils willingly share how worship makes them feel and think in relation to how biblical teaching says we should live. For example, how reflecting on friendship helps them in their daily life and actions supporting others. Adults articulate a range of understanding of what spirituality means to them and how worship supports their spiritual flourishing.

The vision of 'love for one another' is strongly reflected in the school's deeply caring and nurturing ethos. Positive relationships among the school community are strong. They treat each other well, with dignity and respect, enabling pupils and staff to 'value who they are'. Staff are supportive and caring towards each other, kind and friendly towards pupils, and always have time to listen to them. Pupils confidently share their feelings with staff and feel valued for who they are. Good mental health and wellbeing have high importance especially for those experiencing a difficult time. Exemplary provision and practices promote this. The school's empowerment approach and nurture provision enable pupils to develop positive attitudes to their social and



emotional development and behaviour. Consequently, pupils enjoy school and behave well. Staff wellbeing is a regular item at governor meetings where appropriate action is taken when necessary, such as improving work-life balance. Specially trained staff counsellors enhance this. Consequently, staff feel valued resulting in stable levels of retention.

Pupils have a strong sense of justice and responsibility towards God's world and its people. Well-planned curriculum opportunities engage pupils with social and global issues such as deforestation of tropical rainforests. Pupil leadership roles such as the school council and eco-group further promote understanding of justice and responsibility. These roles motivate pupils to engage in local social action projects. For example, the school council successfully lobbied for traffic restrictions on a lane by the school and the eco-group planted hedgerows. Highly valued partnerships with the local church and community are practical opportunities for the school to live the vision. The church solidly supports worship and RE, and the school joins the church in supporting a local foodbank at harvest time. Strong community links include an impressive intergenerational project. This helps develop awareness, understanding and compassion across age groups in the community. Partnership links beyond the local school community is limited to supporting Zambian children with their practical needs. Links giving opportunities for pupils to explore issues relating to justice in the wider world and their responsibilities within a broader context is less developed.

RE is regarded as an important part of the curriculum. Thorough planning through a whole school approach ensures that the curriculum is appropriately sequenced, well-balanced, and adapted to meet pupils' needs. Imaginative opportunities are provided for pupils to consider challenging questions. For example, what it means to be a refugee linked to learning about Jesus' flight into Egypt to escape Herod's persecution. Well-chosen resources enable pupils to explore key concepts in various religions, and worldviews such as humanism, so deepening their understanding of diversity. Visits to the local church, and visitors from other faith backgrounds enrich the curriculum. Consequently, pupils have the opportunity to flourish in the subject and demonstrate secure understanding of different world religions and worldviews, including Christianity. Appropriate staff training alongside regular monitoring and evaluation ensures high quality provision and that ongoing improvements are sustained.

## Information

Address	Potters Lane, Lewes, East Sussex. BN7 1JP		
Date	10 October 2024	URN	114510
Type of school	Maintained Voluntary Controlled	No. of pupils	272
Diocese	Chichester		
Headteacher	Noel Fadden		
Chair of Governors	Susanne Pollard		
Inspector	Richard Dyer		