

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

### Albourne Church of England Primary School

#### Vision

We are a caring Church school rooted in the heart of our community. Through living out our Christian values we enable our children to develop and experience 'life in all its fullness.' John 10:10.

Albourne Church of England 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 school has a distinctive Christian vision that is well understood. It is at the heart of daily life and drives decision making at all levels. As a result, pupils benefit from meaningful, bespoke provision.
- Collective worship has a high profile and is effectively led. It brings the community together, deepening understanding of the relevance of the vision and associated values on a daily basis. This, in turn, impacts the pupils' outlook on their place in the world today.
- Positive relationships are at the heart of the community and wellbeing is prioritised. As a result, there is a nurturing, inclusive culture where pupils and adults feel valued and supported.
- An active culture of justice and responsibility permeates through the school. Pupil leadership impacts both school leaders' actions and supports pupils in the choices they make. Senior leaders and pupil groups act as role models and live out the school's vision and values.

#### Development Points

- Develop a shared approach to spirituality. This is so that the school community can confidently plan explicit opportunities for spiritual flourishing within the curriculum and beyond.
- Extend pupils' opportunities to engage with a wide range of religious and non-religious world views. This is to broaden their critical thinking about faith and belief in the wider world.



## Inspection Findings

Albourne Church of England primary school is committed to its biblically rooted Christian vision. The 'Albourne Way' directs the work of leaders and governors and has a significant impact on the lives of the pupils. Leaders' ambitions, as expressed in the vision, are well known throughout the school community. Parents are overwhelmingly positive about the impact that the school is having upon their children, especially the raised aspirations driven by the vision and values. Each core value has a clear biblical story, helping pupils to better understand the teachings of Jesus. Pupils flourish at Albourne as they learn in a happy, secure and stimulating environment. They rise to the challenge to do the best they possibly can. The governing body and Hurst Education Trust (HET) have a good understanding of the work of the school. Positive links with the trust and the Diocese of Chichester provide support and challenge to school leaders. They work in partnership to develop clear school improvement plans and share good practice. Governors know the school well. They ensure that strategic decisions are grounded in the school's vision.

The dynamic curriculum is shaped by the vision and matches the school's context. Adults in the school are unwavering in their desire for pupils to achieve the highest possible outcomes in order to improve aspirations. Leaders' commitment to the development of pupils becoming confident, secure citizens, ensures that they thrive academically. This has a direct impact on the flourishing of pupils at the school, particularly those who are most vulnerable. Strategies and interventions are inclusive, ensuring that those pupils with special educational needs and disabilities (SEND) are well supported. Parents praise the school for the personalised care offered by staff, who go 'above and beyond' to meet individual needs. Pupils value the opportunities that their school offers for them to enhance their learning. On listening to their views, leaders introduced a wider range of extra-curricular clubs. For example, both the art and dance experiences on offer are well attended and valued. When possible, learning is enhanced by carefully chosen visits and visitors. Although it is in the early stages of development, a shared understanding of spirituality has not been explicitly implemented across the whole curriculum.

As a result of clear, inspirational leadership, a strong sense of community and welcome permeates through the school. Pupils are happy and confident. They are full of respect for each other and are proud of their school. Highly positive relationships make a substantial contribution to the pastoral flourishing of adults and pupils. Leaders go above and beyond to ensure that everyone is embraced and valued. Parents, staff and pupils speak about being part of a 'family.' Leaders have invested in both high quality, effective staff and support from external agencies, to ensure that pupils' needs are diligently planned for. Pupils flourish as a result of the care and compassion provided while staff thrive in response to the professional and personal support they receive. 'Nurture 4' afternoons involve pupils engaging in well-planned activities to build confidence and self-awareness, while the pupil peacemakers group support their peers' wellbeing at break and lunchtimes.

Enthusiastic singing fills the school hall during school worship. This creates an atmosphere of the community coming together as one. Pupils are sensitively supported so that all are included and can participate, such as the wearing of ear defenders for those overwhelmed by noise. Worship is carefully planned, reflects the Anglican tradition, and celebrates Christian festivals throughout the year. It encourages adults and pupils to think deeply about a range of Bible stories and Christian beliefs and values. A significant emphasis on the exploration of the school's vision and values develops understanding and promotes action. As a result, pupils' understanding and appreciation of worship are greatly enhanced. Worship is enriched by the 'Splash' team, pupil house captains and visiting clergy whose focus is to enable pupils and adults to reflect on their place in the world today.



Through their commitment to the vision, pupils have a keen sense of justice and responsibility towards others. A partnership has begun with a school in South Africa, where pupils have formed relationships through a love of singing. This ensures that the vision reaches beyond the school. Pupils build strong bonds within school and are inspired to help others. Pupil leadership roles, including the pupil parliament and diversity ambassadors, are fundamental in bringing about meaningful change and challenging injustice. They work closely with school leaders to prioritise actions for change. Their views effectively contribute to shaping lunchtime improvements and supporting projects in the local community such as the food bank. This experience has enabled children to appreciate the challenges of people who are homeless. Pupils show that they are confident about how they can contribute to change and have an impact on the world. They do this by providing food at harvest time for local homeless people. Pupils say that these opportunities 'lead them to question' what is right and wrong. They have a well-developed sense of fairness and feel empowered to help others.

The school's religious education (RE) curriculum is effective. The subject leader ensures that RE is a high-profile subject for the school and is a priority within the curriculum and for staff. Teachers have good subject knowledge because of careful planning and tailored training from the trust and school. This helps staff to adapt learning for pupils who need additional support and guidance. Pupils have a secure knowledge of some world faiths. However, there is a lack of breadth of religious and non-religious worldviews studied in their time at the school. This limits pupils' understanding of the complex world in which they will live. Sequential steps of knowledge, skills and vocabulary are mapped out rigorously. Pupils make connections with their learning and living in the world today. Personal reflection within RE lessons helps them to develop their own ideas about their particular place in the world. They confidently share these opinions with others and know that people interpret and express belief differently.

## Information

Address	The Street, Albourne, Hassocks, West Sussex, BN6 9DH		
Date	28 January 2025	URN	148924
Type of school	Academy	No. of pupils	167
Diocese	Chichester		
MAT	Hurst Education Trust		
Headteacher	Fiona Keeling		
Chair of Governors	Janneke Blokland		
Chair of Trust	Tony Jarvis		
Inspector	Tom Spurle		