

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Guestling Bradshaw Church of England Primary School

Vision

Our school is a family with the love of God at its heart. We are dedicated to creating a place of growth and wonder, where everyone is respected, loved and valued, knowing they are unique and special in God's eyes. We want all members of our community to develop a joy for learning, understand the importance of growth and have the courage to enjoy 'life in all its fullness' so that they are enabled and inspired to use their skills and talents to make a positive impact in the world and fulfil their potential. The school vision 'Growing together. Learning forever. Living life to the full.'

Guestling Bradshaw 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 Christian Vision enhances the work of the school. It is evident in many policies and practice. This enables pupils and adults to learn and grow together.
- The school Christian values are explored through the curriculum. As a result, pupils reflect and respond to historical events and global issues in more depth, enabling spiritual development.
- The vision is embedded in the culture of the school. Therefore, it enables pupils and adults to live well together in an inclusive and dignifying way. Pupils and adults feel supported and valued during difficult times.
- The vision encourages pupils and adults to have a greater sense of responsibility and an understanding of justice. This enables pupils to make ethical choices and be agents of change.
- The school vision and related Christian values shape collective worship. Pupils can articulate the impact of worship on their lives and are flourishing spiritually.

Development Points

- Embed a robust and consistent approach to assessment in religious education (RE). This is so that pupils know the progress they are making and can reach their full potential in this subject.
- Develop a whole school approach and language to explore, embed and articulate moments of spiritual growth. This is so that spiritual development can be recognised and expressed by adults and pupils.



Inspection Findings

The school's Christian vision enables pupils and adults to flourish and live life in all its fullness. Rigorously reviewed by the school community, the vision reflects the context of the school. It has the needs and ambitions of the community at its heart. As a result of its impact, pupils and adults know they belong to a caring, inclusive community where their uniqueness is celebrated. Leaders and governors closely monitor the application of the vision on school life. As a result, the Christian vision is lived out through the values of respect, love, community, courage, wonder and growth. The school vision is threaded through all areas of school life so that pupils and adults are 'growing together and learning together.'

The vision is lived out through the school curriculum. The Christian values are embedded in the learning opportunities. Pupils relate what they have studied to how they live their life. Topic choices enable pupils to develop spiritually. They are encouraged to reflect and give their viewpoints to challenging issues in lessons. For example, saving the planet or knowing the barriers overcome by women scientists in history. Year 5 pupils connected the issue of racism in the English text with the school's values of courage and respect. Vulnerable groups of learners engage in lessons. Adaptations to the curriculum ensures pupils with special educational needs and/or disabilities (SEND), flourish in school. Parents report their children are supported well so that they can participate in school life. There is an extensive extra-curricular offer. Pupils are encouraged to join a club and challenge themselves to try something new and grow together. For example, every pupil in Key Stage 2 was encouraged to participate in a local cross-country race. As a result, several pupils found a new love for running.

Collective worship is inspirational. Carefully chosen activities and resources are relevant and capture interest and therefore, make the time inspiring. There is time for prayer, discussion, listening to Bible passages, reflecting on local and global issues, singing and stillness. The school vision is explored through collective worship and each Christian value is discussed in more depth each term. This approach to planning worship enables pupils and adults to spiritually flourish. The weekly theme is explored further in classroom worship. This provides increased opportunities for pupils to share their viewpoints. There is a strong partnership with the local churches which enriches the worship experience for the school community. The vicar leads worship in school every week. This broadens pupils' experience and understanding of different styles of worship and therefore further enhances their spiritual growth. The main Christian festivals of Christmas, Easter and Harvest are celebrated in church. These services offer opportunities for pupils to plan and lead worship. Pupils say they enjoy being more involved. Governors attend collective worship regularly and the ethos committee monitors the school's approach to worship. Pupils and adults experience spiritual flourishing through worship. However, because there is not a shared approach and language to explain spiritual moments, they cannot always describe their spiritual development.

Pupils understand justice because they are encouraged to reflect and challenge injustice. For example, the school is a member of the International Pupils Council (IPC) and pupil representatives regularly take part in meetings with children from Sierra Leone. They share what they have learned about school life there with their own school community. To help the children, the pupils raise funds to provide additional learning resources. Pupils are encouraged to complete a junior awards programme. They apply their skills and talents in several ways. Challenges include making homemade soup for the family, managing a weekly packed lunch budget and washing dishes at home. This programme enables pupils and adults to learn and grow together.

RE is challenging, sequenced, balanced and accurate. The school follows the diocese's recommended syllabus and invests in resources to ensure that pupils' learning is a rich experience. RE lessons are challenging. Pupils can



identify similarities and difference between different religions and are encouraged to share their views in lessons. RE themes are explored through art, drama and PSHE. This approach deepens pupils' engagement in RE and pupils report enjoying the lessons. The RE leader ensures teachers have access to continual professional development (CPD). This results in the subject constantly developing and improving. Teachers have accurate subject knowledge and are confident in teaching RE. The leadership team, diocese representative and governors monitor and evaluate RE. This has led to positive changes to the teaching of this subject.

The RE leader has implemented teaching strategies to sequentially build key knowledge and skills in lessons over each year. Teachers encourage pupils to connect present learning with past topics. The introduction of knowledge organisers helps pupils retain their learning. Pupils can explain, using subject specific vocabulary, their understanding of a range of religions including Christianity. Teachers address any gaps in pupil knowledge on a termly basis by planning assessment activities in lessons. This enables them to gauge individual pupils understanding of RE. However, it is not consistent across the school. Therefore, adults do not always know what progress pupils are making nor pupils understand how to improve their work.

The Christian values of love and community are evident in the life of the school. Pupils and adults show this through respect and care for one another. Pupils respond to the opportunity to support their more vulnerable peers, for example, as wellbeing ambassadors. This is one way that the school community grows together. The Wellbeing ambassadors identified a need for a friendship bench in the playground so that no one is lonely at playtime. Year 6 are buddies to the Reception class. Therefore, Reception pupils settle into school routines and establish friendships quickly. Staff support families through regular 'check ins' during difficult times. The school provides a safe space for vulnerable pupils. 'The Nest' has additional resources such as a sensory area which supports the wellbeing of pupils. This provision can be accessed by any pupil who needs help. Parents explained that their children enjoyed coming to school. School staff explained how the strong partnership with the local clergy provides valued support to aid their wellbeing. This support includes providing additional time for prayer.

Information

Address	Rye Road, Guestling, Hastings, East Sussex, TN35 4LS		
Date	24 January 2025	URN	114551
Type of school	Voluntary aided.	No. of pupils	198
Diocese/District	Diocese of Chichester		
Headteacher	Siobhan Andrews		
Chair of Governors	John Read		
Inspector	Sam Crinnion		