

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Peasmarsh Church of England Primary School

Vision

"Love Learning and Love your Neighbour as Yourself" Mark 12:31

Peasmarsh 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 vision and values are central to the work of the school. It informs the decisions leaders make and is the heartbeat of the school community.
- Leaders have constructed a rich curriculum which ensures the needs of pupils are met and fosters a love of learning. As a result, pupils flourish and are proud of their learning and their school.
- Collective worship is central to the life of the school, providing a precious moment to pause, reflect and be still. It is a key expression of the school's Christian vision and values.
- Relationships are at the heart of the school. The vision of loving your neighbour as yourself is lived out practically in the daily life of the school.
- Effective leadership in Religious education (RE) has established a curriculum that is relevant to pupils. Pupils recognise the importance of RE and what they learn.

Development Points

- Ensure that pupils have a deep appreciation of the meaning of injustice in national and global issues. This is so they may understand how they can influence and help others in their community and beyond.
- Identify opportunities within the curriculum for spiritual development in all subjects so pupils may flourish spiritually.



Inspection Findings

Leaders have crafted a clear, biblically based vision, that feeds into the life and practice of the school. It is well-matched to the needs of the school and underpinned by carefully selected school values. The vision and values are the driving force of the school and the basis on which leaders make decisions. The vision is effective, with the value of love running through the school like lettering in a stick of rock. Pupils have a thorough understanding of the values which are reinforced during the daily life of the school. They articulate how they are lived and applied in the school. Pupils refer to displays of the school values, including what they look like in different curriculum areas. The pupil leadership role of 'Good Samaritan' is bestowed upon those who live out the school values. This provides a positive example for pupils and a recognition of school values in action. Leaders and staff share a common ambition to implement the vision of the school for the benefit of its community. They check this through regular surveys with pupils which inform the strategic direction of the school. The recent expansion of the Genesis Federation to include a neighbouring school is an example of the vision in action. As a result, there is greater capacity for the schools to provide support for one another.

The school has constructed a curriculum matched to the school's context that prepares pupils for life in a diverse world. It is carefully planned to be accessible to pupils, regardless of background, and to inspire a love of learning. Staff have high expectations; children are encouraged to aim high and be proud of their achievements. Parents are invited to celebrate with pupils during celebration worships and 'Peasmarsh Proud' afternoons when pupils share their learning. Using questions as starting points for learning encourages pupils to be curious as individuals in school and beyond. Staff choose resources carefully, and as a result pupils engage well with lessons and enjoy their learning. Parents are confident their pupils are supported well by staff, including those based outside of the classroom. Forest and beach school enhance the curriculum and the impact of this on pupils is recognised by parents. The school uses its resources to ensure universal access to an enhanced curriculum in school as well as extra-curricular activities. It also provides targeted support for carefully identified pupils, including music lessons leading to termly performances to the school. This builds self-esteem and confidence which transfers into other aspects of school life. The school has received training from the diocese around spirituality within the curriculum. Although this has resulted in a school definition and statement on spirituality, this has not impacted enough on the curriculum.

Collective worship is a special time when the whole school comes together and supports pupils' spiritual growth. It provides a strong Christian foundation for each day including opportunities for personal reflection. Leaders ensure that systematically planned themes unpack the school vision and values through carefully selected Bible stories. Teachers lead class worships which allows themes to be tailored to pupils' needs and a range of creative approaches. The school values the support it receives from clergy. Pupils speak warmly of regular visits from Reverend Liz to lead collective worship. This partnership enhances the breadth of worship pupils experience and allows links between the parish and school to grow. Opportunities to visit the parish church to celebrate key points in the church calendar are prioritised despite logistical barriers. Pupils speak positively about collective worship. Pupils are invited to participate through songs and drama which engages them and provides practical ways to consider worship themes. Pupil leaders enjoy the opportunity to plan and deliver key stage worships supported by the deputy headteacher. However, processes for pupils to provide feedback to leaders around collective worship are underdeveloped.



Relationships are the heartbeat of the school and a practical outworking of the vision and values. Having identified a need to build self-esteem, leaders have worked tirelessly to instil a love of self and one another. The school provides an environment where individuals are encouraged to flourish and grow, regardless of background or need. When looking to develop the school's approach to behaviour, leaders ensured changes would align with the school vision. This has been a considerable area of development for the school which has had a significant impact. The school has fostered in pupils an intrinsic motivation for good behaviour, rather than resulting from external rewards or punishments. Pupils have a clear understanding of the difference between equality and equity and the relevance of this in the daily life of the school. This focus ensures pupils access the learning they need within their classes. The development of adults is prioritised as well and individuals speak of how they have been encouraged to grow and develop by leaders. This includes training to lead on developments in the school such as forest and beach school or career progression. The nurture provision with trained practitioners supports pupils and also allows them to thrive in their learning back in class.

The partnerships the school develops are a practical working out of the vision of the school, to love your neighbour. Leaders, staff and parents value the growing partnership through the Genesis Federation. Partnerships with the diocese are strong. The school draws on diocesan training to develop its staff, governance and the curriculum for pupils. Partnership between the school and parish, through a range of projects, helps connect the community around a common goal. Pupils have the opportunity to impact positively on their local community through litter picks and supporting local charities. However, pupils have limited experience of recognising issues of injustice and the actions they can take to bring about change.

Leaders have carefully considered the design and balance of the RE curriculum. It is systematically planned to ensure coverage and progression and the subject has a high profile in the school. Leaders and staff benefit from high quality professional development. This enables them to understand how pupils learn best and make sense of the world, and what pupils think people believe. Developments in the curriculum are focussed on helping pupils understand the different elements of study to deepen learning. As a result, pupils are articulate and engage in quality discussions with thought and consideration for others. They can explain their learning in detail and appreciate the impact of belief on society. Opportunities for teachers to assess what pupils know are prioritised at the beginning and end of units of learning. This allows teachers to adapt learning, revisiting concepts where necessary and also measure the knowledge gained. This also means leaders have a clear overview of learning across the school.

Information

Address	School Lane, Peasmarsh, Rye TN31 6UW		
Date	10 February 2025	URN	114518
Type of school	Voluntary Controlled	No. of pupils	65
Diocese	Chichester		
Federation	Genesis Federation		
Headteacher	Lison Smart		
Chair of Governors	Rose Durban		
Inspector	Andrew Jervis		