

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Aldrington Church of England Primary School

Vision

Together we are Learning God's Way: seeing our learning through His eyes so that as a school community, we show love, responsibility and integrity now and in the future.

We actively seek to equip each unique individual with the skills and knowledge that allow them to flourish in their learning, respect themselves and others, and achieve their God given potential.

Aldrington 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's distinctive Christian vision is deeply embedded in daily life and is clearly understood by the school community. It underpins decision making at every level. This results in a nurturing and inclusive culture where everyone feels valued, respected, and known as an individual.
- Partnerships, including those with the church, community and diocese are strong and supportive. This includes a collaborative approach to collective worship in school and church. These relationships enhance the Christian vision by showing where the school is rooted and what pupils could aspire to be in their future.
- Collective worship is the heartbeat of daily life in school. It unites the community, offering meaningful opportunities to reflect on and deepen understanding of God's love for the world and everyone in it.
- Leaders, at all levels, are ambitious and enthusiastic, leading by example. They have created a staff team who live out the vision, which motivates the school community to make positive contributions.
- Religious education (RE) is exceptionally well led which has enabled staff and pupils to engage with the challenge of 'big questions'.

Development Points

- Ensure that the religious and non-religious worldviews in the curriculum are taught in enough depth to secure pupils' learning. This is to enable pupils to gain a deep understanding of beliefs, practices, and their meanings.



Inspection Findings

Aldrington Church of England Primary School is committed to its biblically rooted Christian vision of 'learning God's way.' It is a welcoming and inclusive school where pupils and staff are known as individuals and encouraged to flourish and reach their potential. Allowing pupils to flourish and 'achieve their God given potential' permeates all aspects of the school and its curriculum. Leaders implement this through their decisions and actions to provide a wealth of opportunities for pupils and adults. Consequently, the vision and its associated Christian values are lived out daily in this happy school. Leaders respond to the needs of pupils and families to ensure that their academic and personal needs are met. The influence of the whole team working closely together impacts lives far beyond the school day.

The school's deeply embedded commitment to nurturing the holistic development of pupils is evident in its inclusive and ambitious curriculum. Leaders ensure that pupils, including the most vulnerable, are enabled to flourish both academically and personally. This is rooted in the school's Christian vision, which promotes the development of confident, secure, and compassionate individuals. Targeted strategies and inclusive interventions ensure that pupils who have special educational needs and/or disabilities (SEND) are well supported. Parents speak highly of the impact of the school's nurturing ethos, praising staff who go 'the extra mile' to provide personalised care. Pupils themselves articulate a deep appreciation for the wide range of opportunities available to enrich their learning and support their growth as individuals. For example, 'big question', prayer and singing clubs are well attended, valued and enable pupils' spiritual flourishing. In addition, a team from 'Off the Fence' visit the school weekly, leading the lunchtime prayer space. Taking groups of children for lunchtime prayerful reflection activities allows pupils to focus on God and the Bible. This deepens their understanding of the Christian faith and what it means to them.

The vision drives decision making at all levels, inspiring a determination that pupils and adults receive care and nurture. As a result, a profound sense of welcome and belonging permeates the entire school community. The vision shapes a culture where the school community feels embraced, valued, and nurtured. The strength of relationships between pupils, staff, and families makes a significant contribution to pastoral flourishing throughout the school. Parents and staff consistently articulate the depth of care and unity experienced within the community. These values allow pupils to thrive within an environment characterised by compassion, dignity, and high expectations. The school offers breakfast clubs and relaxed morning entry sessions that specifically support pupils with mental health needs. This provision helps vulnerable pupils to attend school, ready to learn. The mental health and wellbeing team support staff and families. They provide guidance and care, while governors are proactive in supporting staff and helping to solve problems. This includes improving staff wellbeing with an outdoor staffroom space.

Worship is a central and cherished part of school life. Enthusiastic singing regularly fills the hall during collective worship, creating a joyful and united atmosphere where the school community comes together as one. Staff sensitively support pupils to ensure that worship is inclusive and accessible. This includes adjusting the seating for pupils with mobility issues. Worship is interactive and reflective, providing pupils with meaningful opportunities to engage with Christian teaching. It allows them to consider how it relates to their own lives and the lives of others. The weekly 'digging deeper' worship enables pupils to explore theological concepts in greater depth, such as the nature of God and the meaning of prayer. As a result, pupils develop a deeper understanding of Christian beliefs and explore their own ideas about God. Their appreciation of worship is enriching, and many speak of it as a special



time of the day. Strong and active partnerships with local churches enhance worship, supporting the spiritual flourishing of both pupils and adults.

The school's deep commitment to its Christian vision allows pupils to develop a strong sense of justice, compassion, and responsibility for others. This vision inspires action that reaches well beyond the school community. A continued and meaningful partnership with the global charity New Growth Ministries motivates pupils to raise funds to support English language development in a Zimbabwean school. This has embedded a meaningful understanding of global citizenship. Within school, pupils form strong relationships and are inspired to serve others. Leadership opportunities, such as the school, faith and eco councils, empower pupils to make a positive difference. Their voice is heard and acted upon, with tangible impact seen in improvements to lunchtime provision and support for local initiatives such as the food bank. Through these experiences, pupils develop empathy and a deeper understanding of issues including those of homelessness and financial insecurity.

RE holds a high profile within the school and is a well-respected subject among staff and pupils. The knowledgeable and committed subject leader provides clear and purposeful direction, ensuring that RE remains a curriculum priority. The subject is well resourced, and both the school and the diocese provide high quality training and support. Careful planning underpins a systematic, enquiry-based curriculum that is relevant, engaging, and reflective of pupils' experiences. Exploring major world faiths is related to pupils' knowledge and understanding about Christianity. However, whilst the curriculum includes an appropriate breadth of religious and non-religious worldviews, this sometimes reduces the depth of pupils' understanding. Leaders maintain rigorous monitoring processes, and RE continues to be a key area of focus for governors.

Teaching and learning in RE are of a good standard across the school. Teachers demonstrate secure subject knowledge and deliver lessons that are engaging, well-paced, and appropriately adapted to meet the needs of pupils. These include those who have SEND and those considered vulnerable. Leaders have established an effective assessment system that accurately tracks pupil progress and informs future planning. This leads to well-targeted teaching and improved outcomes. Pupils confidently articulate religious concepts, symbols, and key Christian events, demonstrating a strong understanding of the subject. They speak positively about RE, recognising its importance in helping them appreciate diverse beliefs and develop empathy and respect. A culture of respectful dialogue is embedded in RE lessons, where pupils feel that their views are valued. Older pupils particularly enjoy opportunities to express their opinions, noting that everyone listens and shows mutual respect. Pupils are consistently challenged through thought-provoking 'big questions,' for example; 'Is my life plan already mapped out for me?' These stimulate deep thinking and discussion. RE is enjoyed by pupils, who flourish within a learning environment that celebrates curiosity, inclusion, and understanding.

Information

Address	Eridge Road, Hove, East Sussex, BN3 7QD		
Date	19 June 2025	URN	114555
Type of school	Voluntary Aided	No. of pupils	412
Diocese	Chichester		
Headteacher	Verity Coates		
Chair of Governors	Susannah Kendrick		
Inspector	Tom Spurle		