

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Singleton Church of England Primary School

Vision

Nurturing individuals to flourish, growing together, rooted by God's love.

To plant seeds of learning, within a nurturing and inspiring environment, where an engaging curriculum motivates all learners to flourish academically, personally and spiritually.

Singleton 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.

Notable Strengths

- The Christian vision inspires staff, pupils and parents. It is the constant in leaders' decisions and actions, resulting in well-planned opportunities to flourish.
- The curriculum is shaped by the vision. It provides engaging experiences that enrich pupils' knowledge and skills.
- Collective worship is a spiritually rich time to come together. It is well-planned, providing thoughtful moments for the school community to develop an understanding of themselves, others and the world.
- Reflecting the Christian vision, wellbeing is central to the life and work of the senior leaders and staff. Strong relationships ensure pupils and adults are supported and guided.
- Religious education (RE) is led effectively. RE is structured and planned so that learning is developed sequentially.

Development Points

- Extend planned opportunities for spirituality across the curriculum. This is in order to deepen pupils' spiritual development.



Inspection Findings

Vision and Leadership

Leaders use the Christian vision to create a welcoming, supportive and inclusive school. Pupils are encouraged to grow together in knowledge with a positive belief in themselves. Leaders ensure that the vision is expressed and lived out through the teaching of Christian values. This provides pupils with a clear guide to how they should live. Adults consistently model these to the pupils, who in turn take pride in demonstrating them. These expectations are celebrated throughout the week, culminating in entries into 'the golden book', as pupils show them in their actions. People are valued as unique individuals. As a result, personalised guidance helps pupils to feel they belong, are special and to thrive. Parents see the positive impact of the school's nurturing Christian ethos and culture on their children's development. Staff are valued and well-supported both personally, spiritually and professionally. Leaders demonstrate a clear understanding of the community they serve and the way the Christian vision enhances this.

Vision and Curriculum

Motivated by the Christian vision, the curriculum inspires pupils to be active and ambitious learners. Careful planning ensures it is inclusive of the different needs of pupils. Staff thoughtfully adapt the curriculum to support those who have special educational needs and/or disabilities. This means that this group of pupils access the learning alongside their peers. Outdoor learning enriches the curriculum through experiences that deepen pupils' connection to nature and creation. Pupils gain much from exploring the nearby hill and undergrowth, while cooking bread outside develops a sense of responsibility. These experiences support pupils' personal growth. The school is developing pupils' understanding of spirituality. However, this is at an early stage and thus limits the extent of pupils' spiritual growth. The educational visits and visitors are effective in extending learning. They give pupils broad and diverse experiences and opportunities, for example visiting a range of museums. Parents, pupils and teachers accurately realise the impact this has on wellbeing and learning. The curriculum includes specific resources designed to help pupils understand themselves and others better. For example, carefully selected reading books expose pupils to diversity in cultures and worldviews.

Worship and Spirituality

Collective worship is planned and delivered skillfully. It follows a well-designed structure that develops biblical understanding and reflection. Prayer is a key feature within worship and the school's environment. Places for prayer within the school grounds have been developed effectively. For example, pupils can talk to God at the 'pop-up' prayer spaces in the playground. Those who lead worship work closely together to ensure it is accessible. This creates a time that is engaging and welcoming. The church team also provides events that complement worship. This includes, for example, an opportunity for Year 6 pupils to have a special leavers' service. The school community values worship. Pupils say it helps them remember to act in ways that 'are rooted in God's love', as taught through biblical stories. Staff appreciate collective worship as a time of stillness, unity and reflection. Both pupils and adults feel included in worship, regardless of their personal faith or beliefs. Worship offers space for people to consider their personal actions, relationships and beliefs in a safe and respectful environment.

Vision and School Culture

A shared and deep understanding of the importance of love and respect shapes daily life and promotes strong relationships. Warm interactions draw the school community closer together. This helps pupils to behave positively towards each other and adults. 'Morning circles' are a time that further enhance relationships between staff and the pupils in their class. This is because it is a dedicated time to come together as a whole class 'team'. Pupils and adults are inspired by Jesus' example of compassion and consequently learn to treat others with empathy and respect. A strong culture of kindness is modelled by staff. This develops pupils' understanding of the importance of living well together in a caring, inclusive community. Staff make wellbeing a



priority, which enables pupils to feel nourished as individuals. Leaders also invest in staff wellbeing and development, supporting them to thrive. As a result, they are well-equipped to carry out their roles. Leaders consider staff workload, particularly at busy periods, providing additional time when needed.

Vision, Justice and Responsibility

Pupils develop a strong sense of justice and fairness. The curriculum and collective worship offer times for pupils to explore injustice and reflect on how they can affect change. Pupils have well-planned opportunities to consider the injustices experienced by individuals and communities. They are helped to recognise their role in building a world where there is justice. As a result, pupils understand that people might have different and multiple needs. Caring for others who may not have what they require is modelled by older pupils. For example, pupils maturely take on a range of responsibilities. The oldest year group serves lunch to the younger pupils. However, younger pupils are keen to step in, and do so, when Year 6 pupils are not available. This is because they know it will help others. Pupils make ethical choices and are empowered by staff to champion the needs and rights of others. For example, pupils in Year 3 and 4 make shoeboxes for those in European countries that are homeless because of war.

Religious Education

RE has a high priority within the curriculum and is carefully planned, timetabled and thoughtfully sequenced. For example, in the Early Years RE is taught in the morning when pupils are alert and ready to learn. Leaders review the RE curriculum regularly and in depth to evaluate its effectiveness and make informed improvements where needed. Leaders ensure that the curriculum is ambitious, challenging and develops pupils' knowledge across a broad range of religious and non-religious worldviews. Staff receive training that enhances their understanding of the curriculum, including how resources can support pupils' learning most effectively. Leaders monitor the quality of the curriculum well. They check that the revisiting of key knowledge, planned into the curriculum, supports pupils to remember what they have been taught. Leaders also make sure that the RE curriculum has relevance for pupils and is diverse.

Information

Address	Charlton Road, Singleton, West Sussex PO18 0HP		
Date	26 June 2026	URN	125993
Type of school	Voluntary controlled	No. of pupils	72
Diocese	Chichester		
Headteacher	Theresa Smyth		
Chair of Governors	Nat Wheeler		
Inspector	Richard Blackmore		