

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shipleigh Church of England Primary School

Vision

We are a welcoming and inclusive family school at the heart of the community. Our shared journey of discovery, knowledge and faith is with God, and we celebrate 'life in all its fullness' (John 10:10). We value the uniqueness of each child, unlocking their God-given potential and ensuring they are inspired to keep learning. We want children to flourish and cope with success and challenge with perseverance and determination. We work together to ensure they are fully prepared for the next phase of their education.

Shipleigh Church of England Primary School, Horsham 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

- Pupils, staff and the community have a deep understanding of the school's Christian vision. It is embedded throughout the life of the school. The vision is the lived experience of the school community and makes a difference to the flourishing of people.
- The school has a strong and inclusive culture. This supports and enhances learning and opportunities for pupils, and particularly those who are most vulnerable and/or disadvantaged.
- Leaders and staff are passionate about the realisation of the vision and its impact within their community. They provide opportunities that go beyond the expected and engage effective additional external support for families.
- A culture in which people are known, loved and cared-for permeates the school. This makes a positive difference to the lives of others.

Development Points

- Deepen pupils' understanding of ethical choices, justice and responsibility. This is to enable them to further explore their personal and moral responsibilities and to become independent advocates of change.
- Ensure consistent and effective evaluation of the impact of the vision on all aspects of school life. This is to further inform leaders' strategic and operational next steps, reflecting the Christian foundation of the school.
- Fully integrate the new religious education (RE) curriculum language and key concepts into learning opportunities. This is to ensure it enhances and deepens pupils' understanding and exploration of philosophy, worldviews and faiths including Christianity.



Inspection Findings

Shipleigh Church of England Primary School is a vibrant and welcoming school which holds inclusion and community at its heart. The deeply embedded vision is underpinned by nine values and a collective understanding of 'flourishing' through 'friendship, faith, and future'. Staff, pupils and parents confidently articulate the Christian vision and its impact on their lived experience in school. They demonstrate a good understanding of the Christian roots of the vision drawing on Bible stories as examples. Leaders and staff model the vision and high expectations through strong, positive relationship with pupils, families and the community. Leaders have created a culture of nurture and respect where people are a valued part of the school family. This is reciprocated by parents and members of the community who are passionate advocates of the school. Effective partnerships with the diocese have further strengthened the vision through support and staff professional development. Governors are actively involved in the daily life of the school and know the school well. A strong approach to monitoring supports governors and leaders to understand the impact of the vision on pupils. As a result, there is a shared sense of the impact of school development priorities on peoples' flourishing.

The rich curriculum is firmly underpinned and informed by the Christian vision. Leaders and staff are passionate about the removal of educational barriers for pupils and provide an inclusive approach to learning. The school takes full advantage of the extensive and rich outdoor environment to extend and deepen pupils' experiential learning opportunities. This enhances both the curriculum and the extra-curricular offer. Enriching experiences such as sport and art clubs, and trips to the theatre add to the deep learning opportunities. As a result, pupils are supported to flourish in their learning and explore their individual gifts and talents. Strong and effective professional development for staff drives curriculum improvement. The curriculum is well-planned, accessible and provides pupils with opportunities to explore the vision and values. Consequently, pupils relate the vision to their own lives and their learning and can confidently articulate its impact. Close partnerships with local schools, for example in physical education and inclusion, have extended high-quality opportunities for staff and pupils. Chances to develop spirituality are interwoven throughout lessons and are a regular aspect and expectation of learning. Staff and pupils have a strong shared language of spirituality and reflect on their own spiritual development with clarity.

Collective worship is highly valued and planned to reflect the school's Christian vision. The values underpin worship, engaging pupils actively in exploring faith in action. Staff and pupils lead worship effectively, ensuring a reflective atmosphere, which enables appropriate prayer and reflection on biblical themes. Leading worship has a strong and positive impact on pupils' personal and spiritual development. School leaders and staff ensure that collective worship is inclusive for all. Provision for small group worship is made available for pupils who find whole school gatherings challenging to access. Spirituality and worship activities such as prayer stations events provide deeper opportunities for pupils to explore faith. Consequently, pupils are supported to access worship and spiritual development, and flourish. Strong partnerships with visitors to collective worship bring a rich and diverse experience to worship. This is further deepened through the integral relationship with the parish church. Pupils and parents regard the church as part of their school and benefit from close relationship with the church community. Parents are involved in the school's expressions of worship and celebration both in school and church. As a result, parents and community members recognise and celebrate worship as an important part of school life.

Leaders create a nurturing culture where people are cherished and supported. Parents rightly articulate that everyone is welcomed warmly into the school family, and that each person is accepted and valued. Leaders and staff create an inclusive atmosphere. They recognise need and actively work to provide the best possible care and



support for pupils and families. Pupils flourish through a strong approach to inclusion which adapts the curriculum and learning environment to support individual needs. Staff celebrate diversity and the individuality of pupils, providing a strong sense of support and belonging in the school. Well-attended 'drop-in' sessions for parents provide a 'listening ear', training and guidance. Pupils and parents rightly appreciate the depth of care and love that the school provides, particularly in difficult times. Staff treat pupils and parents with kindness and actively model the school values. Pupils feel well-cared for and consequently display the same care and respect towards one another. Staff mental health and well-being is a priority for leaders. Policies and practices, such as pastoral and well-being support, ensure that staff are valued, cared for and flourish.

A strong culture of community and service is central to the vision. The school has positively impacted their local community through successful campaigning and collaboration. As a result, for example, the speed limit around the school and village has been reduced. Strong partnerships with local and national charities provide pupils with firsthand experience of helping others. Experiences such as sponsoring Olympic and Para-athletes, engagement in local and global sustainability projects help pupils explore global justice. Staff support pupils' active engagement in these projects through pupil voice and encourage them to consider responsibility towards others. Whilst the school is actively creating a culture of justice and responsibility, pupils do not consistently recognise their moral responsibilities. As a result, pupils find it difficult to express the link between making ethical choices and their responsibilities towards others.

RE is a high priority in the school. It is taught by class teachers to ensure consistency of provision for pupils, and to maintain its high profile. Staff are well-supported with high quality training and development opportunities from the diocese and the RE leader. Consequently, staff are confident in the teaching and delivery of RE. The introduction of the new high quality and challenging curriculum has ensured an effective balance of world religions including Christianity. The exploration of people's differing perspectives and beliefs is not fully developed into pupils' learning. Consequently, their understanding of religious and non-religious worldviews is inconsistent. However, well-sequenced planning provides increasing opportunities for deeper investigation and reflection. As a result, pupils are curious and articulate their understanding and personal reflections well. Staff ensure learning in RE is inclusive and enriched by opportunities for pupils to explore faith and spirituality through creative arts. Pupils are actively engaged by RE lessons. They demonstrate a developing understanding of world faiths, including Christianity and articulate their enjoyment of the themes and topics.

Information

Address	School Lane, Horsham, West Sussex RH13 8PL		
Date	4 February 2025	URN	125992
Type of school	Voluntary Controlled	No. of pupils	74
Diocese/District	Diocese of Chichester		
Headteacher	Jen Harvey		
Chair of Governors	Penny Middleton-Burn		
Inspector	Jeremy Piper		