



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barcombe Church of England VC Primary School	
Address	Barcombe Cross, Lewes, BN8 5DN
School vision	
<p>As a Church of England primary school, the vision and values of our school are rooted in the teachings and ethos of the Christian faith. Through gifting the children of our school the opportunity to know Jesus and learn from him and with him, our rich provision is underpinned and strengthened by our Christian character.</p> <p>'A small and mighty school where everyone flourishes in the heart of the community.'</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision, coupled with the dedication and ambition of leaders, inspires provision and enables pupils and adults to flourish. • Highly positive relationships are at the heart of this inclusive school. Wellbeing is central and supports all to thrive within a kind and loving community. • The vision-inspired curriculum reflects the school's context and enriches pupils' experiences and outcomes. The nurturing environment supports those pupils who are vulnerable, enabling them to grow. • Collective worship is an important expression of the school's Christian vision. Providing opportunities for reflection and inspiration, it effectively supports spiritual development for pupils and adults. • Religious education (RE) is given a high priority. The curriculum is well planned and sequenced to build pupils' learning. Its breadth ensures pupils are introduced to a range of religions and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Expand opportunities for pupils to explore questions of justice and think deeply about global inequality. This is so that pupils are able to recognise and act with courageous advocacy beyond their local area. • Enable pupils to explore opportunities for spiritual development provided within the curriculum in greater depth. • Enhance opportunities for pupils to flourish spiritually through extending provision for personal reflection and prayer. 	
Inspection findings	
<p>Strong leadership in this small, rural school has established a Christian vision that permeates the school community and beyond. Underpinned by reference to the parable of the mustard seed, the school nurtures pupils and adults to grow and make a difference to the lives of others. In addition to being a school at the heart of the village community, it plays a key part within the Skylark Federation</p>	

of schools. This enables adults to collaborate in the wider educational community.

Leaders have a good appreciation of the needs of the school community. This drives the vision and work of the school. A systematic programme of monitoring by leaders and governors is undertaken. This ensures that the impact of decisions is understood in light of the vision. As a result, they ensure that individuals develop and flourish like the mustard seed blossoms into a tree. For example, leaders are rightly proud that the school is inclusive. By prioritising support for all learners, including those with special educational needs and/or disabilities (SEND), they demonstrate commitment to the vision. Staff ensure that learning is accessible. They tailor a range of interventions to ensure that individual pupils are nurtured to succeed. As a result, pupils are happy, behave well and feel safe. Staff benefit from training provided. It enhances their skills and enables them to guide pupils appropriately. This contributes to staff feeling valued and it enables them to grow. The wellbeing of every pupil and adult is prioritised. As a result, members of the school community describe a deep sense of belonging. Highly positive relationships are enjoyed.

Inspired by the vision and the school's context, the rich and varied curriculum is carefully crafted to meet the needs of pupils. They enjoy their learning and achieve well. Stimulating learning projects guide pupils to follow a pathway to explore, discover and create. This approach makes a positive contribution to the spiritual development of pupils as they learn to be curious and make sense of the world. High quality teaching in art, for example, enables pupils to appreciate a range of artists, experiment and express themselves. Opportunities to maximise spiritual development across all areas of learning, however, are less well developed. Clubs and enrichment opportunities extend pupils' experiences in areas such as music, dance and sport.

Key values, including compassion, hope and responsibility, act as expressions of the vision. They help to shape and guide the actions of pupils and adults within the community. As a result, they show a deep sense of care for one another. Many pupils take on positions of leadership, including school council, play leaders and buddies for younger pupils. These responsibilities are taken seriously and enable them to play an active part in their school. Through this, pupils learn to make positive contributions and be agents for change. For example, pupils advocated for change to school lunches and healthier options are now enjoyed. Pupils engage in social action projects, supporting a range of charities that are important to them. This activity, such as championing the role of Ronald McDonald House, helps pupils develop an understanding of the needs of others. Learning activities within the curriculum inspire pupils to respond to local issues. Concerned that it could change the landscape, pupils wrote to councillors regarding proposed development on local fields. These opportunities enable pupils to live out the school's guiding principle of community by respecting their local environment. However, they have more limited experience of issues of injustice in the wider world.

Collective worship makes a strong contribution to the spiritual flourishing of pupils and adults. It provides time to develop an increased awareness of self, others, and the world. Worship is firmly rooted in the school's Christian vision and plays a key role in exploring the school's associated values. Through sharing stories from the Bible, pupils develop their understanding of how the values were taught and lived by Jesus. As a result, pupils are guided to learn from Christian teaching. Their understanding of values such as forgiveness and perseverance builds over time. They learn the importance of reflecting these behaviours in their own relationships. Invitational language is used in worship. This encourages all to feel welcome whether they have a faith or not. Moments of quiet and stillness provide opportunities for reflection. Pupils value the time for invitational prayer and reflection during worship. However, there are fewer opportunities for personal prayer and reflection outside this time. Staff value worship as a special time of coming together as a whole school community. They appreciate the space it provides to consider their own thoughts and ideas. Worship is significantly enriched by the partnership with the church. It is engaging and inclusive.

Staff and parents appreciate visits to the church where they join celebrations of key festivals such as Harvest and Easter. This reinforces their sense of belonging and community. Pupils are enthusiastic about their roles as worship wardens. They enjoy opportunities to help lead and prepare for worship in both school and church. By speaking with pupils from other classes they gather information on the impact of worship and how it can be improved.

Strong leadership of RE ensures that the curriculum is carefully planned. Knowledge is well-sequenced and enables pupils to build on their learning. RE is given high priority and teachers regularly evaluate pupil progress. Lessons provide opportunities for pupils to engage in discussion and respond in creative ways. This enables pupils to make use of their enquiry skills and develop personal responses. As the implementation of the curriculum is at an early stage, pupils are developing their awareness of a range of religions and worldviews. Due to the partnership with the local church, pupils' understanding of Christian beliefs and practices is more secure. Professional development for the teaching of RE is prioritised by leaders. This is supported further through partnerships with the diocese and regular engagement with staff within the Skylark Federation. This means that staff are confident in teaching RE. Leaders effectively monitor standards in RE through visits and reports from the subject leader. As a result of the priority placed on RE, there is strong impact on the learning and experiences of pupils.

The inspection findings indicate that Barcombe Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 April 2024	URN	114488
VC/VA/Academy	Voluntary controlled	Pupils on roll	133
Diocese	Chichester		
MAT/Federation	The Skylark Federation		
Head of School	Georgie Manners	Executive Head: Stewart James	
Chair	Peter Clark		
Inspector	Susan Costa	No.	902