

Summary SIAMS Self-Evaluation

Our Theologically Rooted Christian Vision

Nurturing Individuals to flourish, growing together, rooted in God's Love

Scriptural Basis:

Luke 8:14–15 : underpins the school's Christian vision by emphasizing the importance of creating the right conditions for individuals to flourish. The imagery of good soil reflects the school's commitment to nurturing a supportive, caring environment where pupils and adults are encouraged to listen, reflect and grow.

Matthew 18:20: underpins the school's Christian vision by affirming that God is present in community and relationship, not just individual belief.

1 Corinthians 16:14 : underpins the school's Christian vision by placing love at the heart of all relationships, actions and decision-making. It shapes a culture where dignity, kindness and compassion guide behaviour, ensuring that all members of the school community feel valued and respected.

Context 1: Who are we?

Church of England School

Voluntary Controlled

Primary School (ages 4–11), 70 pupils on roll (January 2026)

Maintained school, small rural village with wide catchment and high () in year mobility.

SEND (national average), Pupil Premium, 4 pupils have a social / family link worker

Partnerships: Boxgrove CE Primary school, Chichester Diocese (INSET/CPD), Chichester Locality Schools, GAS (Goodwood Area Schools),

Context 2: What are we doing here?

Vision informs curriculum and ethos: planting seeds of learning in a nurturing environment

Curriculum shaped by Christian values, promoting academic, personal, and spiritual flourishing

Collective worship structured around Anglican tradition, inclusive and invitational

Governance and partnerships enhance ability to live out Christian vision

Strong emphasis on holistic development and community engagement

Inspection Question	Impact of Provision and Sources of Evidence
IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?	<ol style="list-style-type: none"> 1. Vision expressed through values: flourishing, growing together, rooted in love 2. Governors and staff worked together to ensure vision rooted in theology 3. Embedded in relationships, curriculum, and leadership practices 4. OFSTED (April 2023) validated outstanding behaviour and attitudes linked to vision
IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?	<ol style="list-style-type: none"> 5. Curriculum themes use language of planting, growth, and flourishing (Luke 8:14–15) Spiritual development embedded through Big Questions, Prayer Spaces, courageous advocacy Curriculum planning format includes community and compassion focus Extra-curricular offer inclusive and community-focused Deliberate planning for justice and compassion (e.g, environmental projects / Friday meetings) Pupil voice collected regularly to refine curriculum plus monitoring of books and learning.
IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually? Action: strengthen links between worship and classroom spirituality	<ol style="list-style-type: none"> 6. Worship planned using Roots and Fruits scheme (4-year cycle) 7. Celebration worship deliberately looks for links with the school vision and specific termly values 8. Weekly class / key stage response and reflection to weekly theme/value/bible verse Inclusive, invitational, inspirational structure of worship: children's reflections/ voices valued 9. Reflection areas in classrooms, prayer language resources embed weekly focus Partnerships with local church and DBE enrich worship
IQ4: How does the vision create a culture in which pupils and adults are treated well?	<ol style="list-style-type: none"> 10. The school's vision is clearly visible across the environment, relationships and daily practice. 11. Adults consistently model the vision and values through deliberate, respectful communication. 12. Displays intentionally reinforce the vision and promote positive relationships. 13. Daily routines, including morning and end-of-day circles, prioritise wellbeing and respond to children's needs. 14. Policies and practice promote dignity, mental health and overall wellbeing. 15. A restorative approach to behaviour and relationships is securely embedded. 16. Staff wellbeing is prioritised through proactive support, wellbeing days and access to mental health guidance. 17. Clear, inclusive communication from leadership ensures staff feel informed and valued. 18. Strong, open communication underpins positive home-school relationships.
IQ5: How does the vision create an active culture of justice and responsibility?	<ol style="list-style-type: none"> 19. Behaviour policy reflects vision: Ready, Responsible, Respectful 20. Restorative practice supports justice and advocacy 21. Partnerships with other schools and local church broaden pupils' understanding 22. Governors model vision in governance practices
IQ6: Is the religious education curriculum effective?	<ol style="list-style-type: none"> 23. RE taught using Understanding Christianity and Emmanuel Project 24. High-quality planning in place; focus now on consistent delivery 25. Monitoring by RE lead, headteacher, and foundation governor schedule
IQ7: What is the quality of religious education?	<ol style="list-style-type: none"> 26. RE is well sequenced, with Christianity taught in depth and other faiths and worldviews studied rigorously, clearly reflecting the school's Christian vision. 27. Learning is enquiry-based, with planned opportunities for discussion, reflection and debate. 28. RE is well led, with a skilled RE lead teaching across KS1 and UKS2 and monitoring provision in LKS2.