

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Iford and Kingston Primary Church of England Primary School

Vision

Rooted in love, growing in faith, stronger together

"It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

Mark 4:31-32

Inspired by Jesus' parable of the mustard seed, we believe our school is a place where every child is welcomed, nurtured and enabled to flourish.

Iford and Kingston 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

- Leaders have carefully crafted a vision that meets the needs of the school. This vision guides decisions and choices about the future flourishing within the school community.
- The school Christian vision drives the commitment to provide a nurturing and inclusive ethos. Pupils and staff feel welcomed and accepted for who they are as unique individuals. This enables a culture of belonging and achieving.
- The school vision has been expressed through the growth of strengthening partnerships and connections beyond their small local community. Consequently, they are 'stronger together'.
- Curriculum experiences and approaches to learning are shaped by the Christian vision. This means that pupils, including those considered vulnerable, can grow and flourish.
- Collective worship is vision led. It is an important part of every school day that offers a rich variety of meaningful experiences. At times this has changed how people think and live.

Development Points

- Ensure leaders, including governors, routinely gather a wide range of evidence to evaluate the effectiveness of the Christian vision. This is to ensure that opportunities for adults and pupils to flourish are maximised.
- Ensure that planned opportunities for spiritual development are identified and meaningfully woven into the curriculum. This is to enrich the range of spiritual experiences offered to pupils.
- Implement the revised religious education (RE) curriculum. This is so that pupils deepen their understanding of a range of religions and worldviews over time.



Inspection Findings

Vision and Leadership

Iford and Kingston Church of England Primary School is a place that is in harmony with its rural surroundings. Through changing leadership, the Christian vision has been refreshed and strengthened. Careful consideration of the school's setting and community was at the heart of this ongoing work. The Christian vision is now underpinned by biblical teaching. This enables a deeper understanding of how it can be lived out. Pupils and adults powerfully express how, like a mustard seed, they grow together in love, faith and learning. The vision is further supported by six associated Christian values of compassion, responsibility, perseverance, forgiveness, hope and courage. These values help to develop loving and supportive relationships and positive and hopeful attitudes to challenge and change. Inspired by the vision, leaders and pupils have recently redesigned their school logo to include a tree beside a cross. This better reflects who they are as a Church school. The vision guides the school to be an inclusive learning community that serves the local village and beyond. Driven by the vision, leaders demonstrate their commitment to grow and strengthen their community. Examples of this include their involvement with the Skylark federation and their recently opened nursery class. However, the impact is limited as leaders have not prioritised the evaluation of their vision.

Vision and Curriculum

Pupils talk positively about the opportunities to learn and grow together. Staff ensure that learning is fun and relevant. The Christian vision informs both the structure and approach to teaching and learning. Staff take care to use positive and inclusive language. Leaders have collaborated with federation colleagues to put in place an engaging curriculum that allows pupils to discover, explore and create. Pupils persevere with their learning and feel well supported to 'move forward'. They recognise that they are blessed with their beautiful surroundings. They value the many opportunities they have to learn about it and in it, including weekly forest school sessions. This nurtures their appreciation of nature. However, leaders have not made use of their school understanding of spirituality. As a consequence, opportunities for developing adults and pupils spiritually throughout the curriculum are being missed. Pupils express how their vision reminds them how important it is to care and look after living things. They are aware of how to stay safe and recognise and manage risk. Leaders adapt and improve their learning environment, making it engaging and accessible. This helps to remove barriers to learning so that pupils have full access to the curriculum. The vision guides staff and leaders to show high ambition for pupils, including pupils who have additional needs. This has had a transformational impact on the lives of many pupils and families.

Worship and Spirituality

Collective worship is a valued part of school life that brings people together and strengthens the school community. Pupils and adults delight in their singing and signing which is joyful and supports spiritual flourishing. Leaders ensure worship is structured, welcoming and inclusive. The use of a candle alongside an opening and closing response marks the start and end of worship. This curates a worshipful space and reflective atmosphere. Pupils benefit from these important times of togetherness. Worship is well planned and carefully considered so that it is relevant and informative. Bible stories and prayers enrich and deepen pupils' understanding of the school's Christian vision and values. This means pupils and adults better understand how to live them out. Meaningful moments of prayer and reflection support pupils and adults to think deeply. At times, this has inspired them to do things differently, such as reducing clothing consumption. However, leaders have not applied their understanding of spirituality to the school's worship life. This limits opportunities for pupils and adults to flourish spiritually. Worship is enriched by opportunities to attend services at the church for occasions such as Harvest, Easter and Christmas. Parents are welcomed and enjoy their involvement.

Vision and School Culture

Led by its vision, the school is a place of warmth and care, 'rooted in love'. Through changing or difficult times staff, pupils and families feel 'held' and valued. They are accepted for the unique individuals they are. This compassionate culture is further supported by the embedding of nurture and therapeutic approaches. As a result, relationships across the school are strong and supportive. Recent inclusion of the nursery class has extended this reach. The vision-led culture prioritises wellbeing. This means adults and pupils are able to



flourish because barriers to engagement and involvement are removed. When things go wrong, pupils use their restorative behaviour approach to focus on forgiveness and repair. This gives them hope that things will improve with time, if they work together. The use of embedded policies, structures and processes ensures that staff are also treated well. At times leaders have made bold decisions to do this, for example providing dedicated wellbeing days for staff. This has supported positive mental health.

Vision, Justice and Responsibility

Pupils understand the importance of treating each other well so that their school feels safe. They aspire to take on the numerous leadership roles available to them. They act to make a difference to their community. This includes involvement in community projects and initiatives. For example, Year 6 pupils have been active in the local school transition project. Engagement in the school buddy system means that they take responsibility to look after the youngest pupils. Just like the mustard seed in their vision parable, pupils know that the Kingdom of God can begin with small things. They have faith that little acts of care and kindness can make a big difference. This was exemplified by one pupil who explained that a simple smile can result in growing friendships and ultimately a kinder school. However, opportunities to notice and respond to bigger examples of injustice are limited. As an expression of the 'stronger together' aspect of their vision, leaders look outward and share their expertise more widely. They enjoy a number of productive partnerships across the federation and locality school group. Consequently, staff develop professionally, which in turn supports pupil flourishing.

Religious Education

Leaders ensure that RE has a high profile and priority within the curriculum. Teachers and pupils value their weekly lessons. It provides pupils with opportunities to explore a range of religions and worldviews. RE is an expression of the school vision, particularly in supporting their understanding and acceptance of difference and diversity. It enables pupils to explore their own beliefs and understand how others believe, think and live. Pupils enjoy their RE learning because it challenges them to learn and think in 'a different way'. RE facilitates respectful discussions amongst pupils. They learn to think differently and disagree kindly. The RE curriculum has recently been redesigned to ensure that learning is progressive across single year groups. Training, combined with subject leader monitoring and evaluation, supports staff in their professional development. Diocesan expertise also makes a valuable contribution. However, the new curriculum is in its early stages of implementation. As a result, pupils' depth of knowledge of a range of religions and worldviews is currently less developed.

Information

Address	Wellgreen Lane, Lewes, BN7 3NR		
Date	23 September 2026	URN	114530
Type of school	Voluntary controlled	No. of pupils	175
Diocese	Chichester		
Federation	Skylark Federation		
Federation Chair	Peter Clark		
Headteacher	Debbie Collis (Head of School - Person Acting - interim)		
Executive Head	Matt Dean (Person Acting – interim)		
Inspector	Paula Bliss		