

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Paul's Church of England Academy

#### Vision

'Let your Light Shine' based on John 1 (1-5): To create a Christian school which ignites a thirst for knowledge in every individual, where curiosity and talent are cultivated, and children are empowered to channel their love of learning to achieve their God given potential.

St Paul's Church of England Academy 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

- The vision is embedded in the life of the school. Pupils and adults understand the message of the vision which is lived out through the school's chosen Christian values. This enables them to 'shine their light' and channel their love of learning.
- An enriched curriculum provides pupils with the opportunity to extend their learning through real life experiences. These activities provided throughout the school day cultivate new talents and pupils' flourish.
- With the school vision as a guide, effective strategies are in place to support pupil and adult wellbeing. As a result, pupils enjoy school, feel safe and thrive.
- To enhance the spiritual life of the school, the Christian vision and values underpin collective worship. This provides different opportunities for spiritual development for pupils and adults.
- Religious education is well-resourced. The professional development of teachers has ensured a balanced, accurate and relevant curriculum is delivered.

#### Development Points

- Thoroughly embed spiritual development in the life of the school so that there is resonance between the Christian vision, the curriculum and the role of spirituality.



## Inspection Findings

The Christian vision is lived out in the life of the school. The vision responds to the school's context and, as a result, pupils thrive. Different stakeholders, including the local church and the Diocese of Chichester Academy Trust (DCAT), were involved in reviewing the school's Christian vision. It reflects DCAT's overarching aim, which is 'to help every child reach their God given potential'. Staff and governors are aspirational for pupils. The learning experience is varied, with many activities beyond the classroom in place to develop their curiosity and individual talents. The leadership team is committed to the local community, wanting the best opportunities and outcomes for different groups of learners. This is achieved through the vision underpinning the curriculum and the high priority given to wellbeing support in school. The staff develop strong partnerships with parents and carers. Governors monitor the impact of the vision. They identify gaps in provision and ensure that any required changes to practice help to embed the vision further. This is a welcoming school. The focus is on the pupils and the needs of the wider community.

The content of the curriculum is shaped by the school's Christian vision. Applying the values of perseverance and respect empowers pupils to help themselves and others to reach their God given potential. Carefully considered enrichment activities, such as regular visits to the local library and museum, help pupils develop curiosity and a love of learning. Extended learning activities are varied and many pupils are encouraged to join a club. DCAT provides trust-wide opportunities that further enrich the curriculum. These experiences help pupils to explore their talents. Different approaches to embedding spiritual development in the curriculum have been explored through continual professional development (CPD). Staff are growing in confidence in planning 'flourishing moments' through the curriculum. Work continues to embed a shared understanding of spiritual development among staff and pupils.

Collective worship is inclusive and invitational. During worship the school vision and values are explored in more depth each week. Moments for spiritual development are planned and include reflection, prayer, stillness, engaging with Bible passages and singing. The school community is also exploring what it means to be spiritual outside of worship. Pupils are encouraged to reflect on worship themes at other times during the day. They engage in activities in their 'Let your light shine' reflection areas and journals. These opportunities help pupils to respond more deeply to the themes explored and to recognise their own spiritual growth. The Worship Ambassadors plan and lead worship at significant church festivals. For example, Easter and Harvest. Through this leadership, they have grown in confidence and are eager to take on more responsibility in planning daily worship. There is a growing partnership with the local church. The vicar supports the planning and delivery of collective worship, enriching the community's worship experience.

The leadership team describes the school as 'a beacon of light on a strong foundation' and are passionate about embedding a range of approaches to promoting wellbeing. Every week teachers discuss an emotion and behaviour with the pupils. This is an opportunity for staff to explore the meaning of the Christian values of forgiveness and honesty with them. This enables pupils to articulate how they feel, should behave and helps them self-regulate. Pupils enjoy their leadership responsibilities. These include roles on the school council, as house captains, play leaders and wellbeing ambassadors. There are thirty wellbeing ambassadors in years 5 and 6. In their role they are partnered with a younger class. They visit the class every week and build strong relationships with them. The wellbeing ambassadors encourage their class to have a voice in school, so that they know how to look out for one



another. The Harbour is an additional safe space in school where pupils can talk to an adult when facing difficult situations. Parents and carers are positive about the wellbeing support, recognising that their children feel safe. The leadership team also ensures that staff wellbeing needs are met. DCAT provides extensive CPD, which has resulted in staff feeling confident in their roles as teachers and leaders.

Pupils apply the Christian value of service through topic choices in the curriculum. Teachers encourage pupils to take action in response to subjects taught. For example, in Year 4, pupils study the local environment. They reflect on key environmental issues and respond by organising a litter pick in the local area. Teachers encourage pupils to have a sense of responsibility. Using the Christian value to serve, pupils take their leadership roles seriously. This has led to the School Council investigating healthy lunches in school and preparing a presentation to the school community. St Paul's links with a school in Hastings, Sierra Leone. This connection enables pupils and staff of both schools to learn from one another. Through this project pupils and staff have responded to the need for more resources in Sierra Leone to improve the learning environment. They have raised funds to support the building of a new school there.

Religious education (RE) is challenging, balanced and well structured. Class teachers deliver RE each week, following the locally agreed syllabus. The RE leader has increased the range of resources available to support teaching, which has made the curriculum more engaging and appropriately sequenced. Spiritual development is intentionally planned within lessons and includes opportunities for pupils to explore issues, reflect, and respond. For example, one pupil in Year 6 said they particularly enjoyed a debating lesson, where they were encouraged to give their viewpoint when responding to an issue. A Year 1 pupil enjoyed drama activities and was eager to describe what they had been learning in lessons. Pupils experience a wide range of learning opportunities, including collaboration with the local church in lessons. This partnership enriches learning. Teachers access CPD from DCAT and the diocese. The RE leader provides mentoring and training for staff. This has led to a well-resourced and relevant curriculum being in place.

## Information

Address	Horntye Road, St Leonards-on-sea, East Sussex, TN37 6RT		
Date	12 June 2025	URN	143034
Type of school	Primary	No. of pupils	675
Diocese and Methodist District	Chichester		
MAT/Federation	Diocese of Chichester Academy Trust		
Headteacher	Co-headteachers: Tom Glenn and Maria Kiniari		
Chair of Governors	Tony Davis		
Inspector	Samantha Crinnion		