

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Duncton Church of England Junior School

Vision

Our creative Church of England School nurtures our whole community to flourish and enable life in all its fullness. (John 10:10)

We develop kind, thoughtful children through enhancing friendships, promoting diversity, embracing spirituality, and actively caring for our world. Confident in the inclusivity of our vision, we encourage curious, respectful learners who deeply explore faith, knowledge and wisdom together.

Duncton Church of England Junior 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.

Strengths

- Duncton CE Junior School is a happy learning community that embraces and celebrates uniqueness and difference. People feel free to be themselves but also develop empathy for others by ‘walking in their shoes.’ This means that pupils and adults are flourishing.
- Over time, leaders have developed a clear and meaningful vision that is supported by their five associated values. These guide them on their way, drive their actions and behaviours, and help them to make better decisions. Well-chosen Bible stories help pupils to understand how these values can be lived out.
- Collective worship is a powerful part of the school day that is spiritually rich and inspires deep thinking. Whilst at times it can be a joyful and uplifting celebration of the fullness of life, it also allows for stillness and reflection.
- The broad curriculum provides an abundance of opportunities well beyond the essentials. Pupils experience enrichment that enables them to learn about themselves and discover their talents and abilities. Staff make sure that these are noticed and celebrated and this has a transformative effect on lives.

Development Points

- Develop pupils’ intrinsic sense of justice and responsibility. This is so that they are inspired and motivated to act in response to what they notice in the world around them.
- Enhance pupil’s spiritual awareness by planning explicit and progressive opportunities for spiritual development across the curriculum. This is so that pupils will be able to explore their spiritual growth over time.
- Support staff in the delivery of their religious education (RE) subject knowledge. This is so that they apply their growing expertise in ways that deepen and broaden the pupils’ learning.



Inspection Findings

Duncton CE Junior School is a happy and harmonious learning community. Over time, leaders have developed a clear and meaningful vision that is well supported by their five associated values. These guide them on their way, drive their actions and behaviours and help them to make better decisions. Well-chosen Bible stories are now used to help pupils understand how these values can be lived out. The new headteacher is working with other leaders to build on a foundation established over many years. More structured approaches, frameworks and policies have been developed to measure and improve the impact of the vision. The school community have a deep appreciation of their beautiful setting. They are mindful of the need to care for their own environment and the wider world and are grateful for the joy it brings them. Although the majority of pupils live in local villages, the school have encouraged them to be aware of life beyond Duncton. One pupil expressed this by explaining 'life is short, so we should go out into the world and do what we think is right.'

Collective worship is a powerful part of the school day that is spiritually rich and inspires deep thinking and strong emotions. Pupils and adults appreciate this time together. They sing with delight, sometimes using their own unique Duncton school song that was written by the school staff. Whilst at times, worship can be a joyful and uplifting celebration of the fullness of life, it also allows for stillness and reflection. Careful planning ensures that values and themes are well covered and revisited. Bible stories are used to underpin each school value and this helps pupils to know how they can be lived out. Older pupils can articulate that worship promotes ongoing reflection and can explain that their perspectives and views may change over time. Collective worship has a big impact on the lives of pupils. For example, it helped pupils to understand the fragility of friendships and the strength of love, kindness and respect. This impact is now being captured through regular evaluations which are used to improve provision. Contributions from the local clergy and charitable organisations have served to enhance the worship and prayer life of the school. A good and growing relationship with the local church is supporting opportunities for celebration and joint community action. Chichester Foodbank and Stonepillow homeless charity are worthy examples.

Religious education (RE) is an important component of Duncton's rich curriculum. It is valued as a subject that teaches pupils to understand people from around the world. Leaders are embedding a new and well-considered curriculum that is supported by online resources. Through consideration of a range of religious and non-religious beliefs, pupils learn more about themselves and others. They appreciate that a person's faith or beliefs will affect how they live their lives. Pupils are aware of diversity within each studied religion and are curious to understand more by exploring commonalities and differences. RE lessons prompt deeper discussions at school about important topics such as diversity, equality, the gender gap and climate change. These often spark further conversations at home. However, staff subject knowledge is not sufficiently developed to ensure that pupils' learning is deepened and broadened.

The school vision supports a culture of caring for others. Pupils are keen to be involved in charitable work that is led by adults. They are able to explain why there is a need to support these worthy causes. Issues related to managing climate change are at the forefront of their minds. They understand the need for behaviours to change to protect the planet and are happy to be part of that. They make contributions to a local foodbank so that food poverty can be tackled. They also have a growing understanding of the issue of homelessness. However, pupil-led examples are less common. Pupils do not make their own decisions about what inspires them to action in order to make a difference.



Duncton's broad curriculum provides an abundance of opportunities well beyond the essentials. Pupils experience enrichment that enables them to learn about themselves and discover their talents and abilities. Staff make sure that these are noticed and celebrated and this can have a transformative effect on lives. Specialist teachers strengthen the curriculum offer and bring many subjects to life. Learning is experienced beyond the classroom. Outdoor learning, including forest school sessions, drives a deep connection with nature and provides space to experience spirituality. The school has explored what spiritual development means within their setting through consideration of how they feel, think and act. Staff and pupils can now express what makes them spiritual and leaders have chosen the school language they will use to frame this aspect of the curriculum. However, pupils do not encounter sequential planned opportunities for spiritual development across the curriculum.

Uniqueness and difference are embraced and celebrated here. People have the freedom to be themselves but also develop empathy for others by 'walking in their shoes.' This means that relationships across the school are secure and are built on respect, kindness and thoughtfulness. People are cherished in this close-knit small school where everybody knows each other well. Friendships are facilitated by the desire to, 'love thy neighbour' and treat others as you would want to be treated. Staff are friendly and welcoming; they are ready to listen to and support parents. This makes it very easy for new families to quickly feel included and integrated into school life. Pupils with needs are known well, understood and included in every aspect of school life. They are 'warmly nurtured' and made to feel valued, often being admired because of the attributes associated with their differences. Wellbeing for pupils and staff is a clear priority. Vulnerable pupils and families are flourishing because leaders have made sure that they have access to support at many levels. Staff benefit from the ongoing commitment shown by leaders to balance their professional and personal lives. Fullness within their school roles has been facilitated through professional development opportunities, such as leadership qualifications and apprenticeships. The school has been outward looking, working to build essential partnerships within the Lavington Park Federation and across their locality.

Information

Address	Willett Close, Duncton, Petworth, GU28 0LB		
Date	6 March 2025	URN	125980
Type of school	Voluntary Controlled	No. of pupils	51
Diocese	Chichester		
Federation	Lavington Park Federation		
Headteacher	Charles Beckerson		
Chair of Governors	Giovanni Soffieto		
Inspector	Paula Bliss		