

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

<b>Danehill Church of England Primary School</b>	
Address	Danehill, Haywards Heath, RH17 7JB
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>We aim to nurture, engage and inspire our community through our innovative, enlivened curriculum.</p> <p>Our strong Christian values enable all to flourish.</p> <p>We are learning together. Learning for life in all its fullness.</p> <p>(John 10:10 - Jesus said, 'I have come in order that you might have life - life in all its fullness.')</p>
Key findings
<ul style="list-style-type: none"> <li>• The Christian vision inspires learners. Clearly linked to Christian principles, there is a culture which engages and motivates pupils to develop active habits of learning, enabling them to flourish.</li> <li>• Promoted by the vision, the school has a strong sense of community. Partnership with the church makes a significant contribution to this.</li> <li>• The new headteacher has implemented systems to clearly identify the impact of the vision, identifying strengths and areas for development. Monitoring by governors, however, is less focused and systematic.</li> <li>• Pupils have positive attitudes towards religious education (RE). The subject is developing pupils' understanding of Christianity, however their knowledge of a variety of world faiths is less well developed.</li> <li>• Invitational acts of collective worship are important in expressing the vision. However, pupils' appreciation that Christians worship in different ways, and their understanding of Christianity as a world faith, is limited.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Implement a rigorous process of governor monitoring of the school as a church school to identify future priorities.</li> <li>• Through robust planning and provision in RE, enable pupils to develop a deeper understanding of faiths other than Christianity so that they are better prepared for life in a modern multi-faith society.</li> <li>• Ensure that a broader experience of collective worship enriches pupils' spiritual development and enables them to appreciate that Christians worship in different ways.</li> </ul>



## Inspection findings

As soon as you enter Danehill School it is obvious that this is a vibrant and nurturing community where each individual pupil is valued. The Christian vision, together with the associated values of curiosity, imagination, collaboration, discipline and persistence, is making a strong contribution to school life. Parents commend the welcome and care provided by the school and praise the links with the local church. Several parents explain how they travel some distance to the school because of the school's principles and practices. Governors care deeply about the school. They show commitment, inspiring the community to unite around projects that enhance the school, including the creation of a woodland play area. Passionate about the vision of 'Learning together, Learning for life in all its fullness', governors recognise each pupil as unique, and are keen for them to experience and develop habits for life. They explain that the appointment of the new headteacher was driven by the vision. She has quickly introduced rigorous systems to ensure that pupils progress and flourish academically, bringing discipline to a creative and ambitious approach to learning. Through focused monitoring and support provided by the diocese, the headteacher has accurately evaluated the impact of the school as a church school. As a result, she is confident in what the school needs to do next to ensure that all are able to flourish. Although governors are regularly involved in evaluating the work of the school, this is not robust enough to help them understand the impact of the school's vision on all aspects of school life.

Inspired by the vision, the school has developed an active curriculum which pupils find stimulating. Learners are encouraged to use their natural curiosity to raise and investigate questions. They express themselves with confidence and describe clearly why the habits of learning are important. For example, pupils describe how they need to show persistence when they find things difficult and not give up. In addition, they explain how the learning principles are also Christian values using known stories from the Bible as illustration. The focus on the habits for learning enables pupils to lead their own lines of enquiry. For example, a group of older pupils wrote to local MPs regarding concerns that arose from discussions around local issues. As a result, pupils are beginning to understand that they can be advocates for change in the world, describing the visit from a member of the Green Party as 'inspirational'. The staff are a collaborative team who recognise the contribution of the enlivened curriculum in enabling pupils to flourish. They comment on how they have benefited from recent training, gaining confidence and skills to support vulnerable pupils, and ensuring that the curriculum enables individual pupils to reach their potential. Staff know individual pupils well. Support is used sensitively to help those with additional learning and personal needs to overcome barriers to learning so that they flourish. This has led to improved attendance and attainment for some pupils.

The nature of the curriculum affords a range of opportunities for pupils to be curious about the world; this is an example of the impact of the vision. Pupils reflect on what they learn both inside the classroom and outside in the school environment. These opportunities contribute towards pupils' spiritual development. Pupils clearly value their learning and enjoy questioning, responding creatively across a range of subjects. However, the school has not considered a clear understanding on how to maximise these opportunities for spiritual development, and therefore there are some missed and under-developed opportunities.

High quality relationships and a positive spirit permeate the school community. The pupils speak of the importance of 'respecting each other, and respecting the world around us'. The school focuses on ensuring the good mental wellbeing of pupils and staff through initiatives such as building resilience, encouraging responsibility and respectful communication. This builds self-esteem and pupils' behaviour is good. Older pupils act as peer mediators for

younger pupils at breaktime; when disagreements occur, they are often able to resolve them without adult intervention, reflecting the vision and values. The school's vision can be seen in its support for local and national charities, including the Trussell Trust foodbank and a local humanitarian aid charity. Harvest time was used as a stimulus to explore issues such as homelessness and food poverty, enabling pupils to ponder big questions and think more globally. Inspired by travellers who passed by the school on a pilgrimage to COP26, pupils explored global issues. Provoked by their concern for 'Lost Words' of nature being replaced by words of technology in the English Dictionary, they organised their own local pilgrimage to express their passion for caring for the natural world. One pupil expressed the view that 'We have a responsibility to care for God's creation and respect the world around us!'

Pupils enjoy RE and understand that it is a safe place to talk about what they believe, listening to others with respect. Teaching is creative and engaging. As a result, pupils are able to ask their own questions and to record their thinking in interesting ways. RE supports pupils in exploring and understanding the Christian vision and associated values. The Understanding Christianity resource is used to support the delivery of the agreed syllabus. Pupils have opportunities to learn about world faiths including Islam, Hinduism and Judaism, however they do not demonstrate a clear understanding of religions and their impact on society and culture. As a result, pupils do not have a deep enough understanding of difference and diversity. With the support of the diocese, the headteacher, who is also the subject leader, has identified the need to review the RE policy and programme of learning to ensure a robust sequence and progression of knowledge and skills for teaching, learning and assessment.

The strong partnership with All Saints church enriches this Christian school, nourishing the lives of all. The church team makes valuable contributions to weekly collective worship. Patterns of worship are varied across the week. This includes whole school worship, where older pupils gain from opportunities to plan and lead worship, exploring the Christian values through biblical links. Worship provides opportunities for reflection, stories and prayers. Pupils talk articulately about how the daily acts of worship help them to treat others with dignity and respect. However, their experience limits their understanding and appreciation that Christians worship in different ways, and that Christianity is a world faith. Visits to the church for festivals throughout the Christian year touch the lives of pupils and parents. As a result, the whole school community flourishes spiritually.

Information			
School	Danehill Church of England Primary School	Inspection date	23 January 2023
URN	114499	VC/VA/Academy	Voluntary controlled
Diocese/District	Chichester	Pupils on roll	89
Headteacher	Katie Jones		
Chair of Governors	Richard Allan		
Inspector	Susan Costa	No.	902