

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crawley Down Village Church of England School	
Address	Hophurst Drive, Crawley, RH10 4XA
School vision	
<p>Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.</p> <p>Learning together, flourishing together: “With God, all things are possible.” Matthew 19:26</p>	
School strengths	
<ul style="list-style-type: none"> • Crawley Down’s vision informs all its actions and decisions. As a result, pupils and staff develop the confidence and resilience needed to strive to be the best that they can be. • A culture of love and respect pervades the school community. This enhances the mental health and well-being of all. • Collective worship is well planned and executed, supporting the spiritual development of pupils and adults. The foundation that it sets for each day impacts the culture and sense of belonging that permeates the school. • The rich curriculum provided ensures that the needs of individual pupils are met. As a result, they flourish and are proud of their school. • Religious education (RE) lessons are given priority. Pupils value their learning and the impact it has on their understanding of the world around them. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the newly developed strategy for the development of spirituality across the curriculum. So that all may flourish spiritually. • Further empower pupils with leadership opportunities to be advocates for change. This is to develop their awareness that they can make a difference to others in the wider community. • Develop understanding of Christian practices across the world. So that pupils recognise the richness and variety of worship in Christianity. 	
Inspection findings	
<p>Crawley Down Village Church of England School provides an environment where pupils and adults thrive. This is because its Christian vision drives its purpose and daily life. Governors and staff work together to ensure that every decision taken is rooted in love and respect. This enables everyone to feel valued and empowered to be the best that they can be. The school’s vision was reviewed recently, as a result it is firmly rooted in biblical teaching. Strong partnerships with the local church and the Diocese of Chichester support the school. For example, local clergy and members of the diocesan team have provided very effective support for teachers in delivering RE. Governors know</p>	

the school well. They have clear monitoring systems to ensure that they understand the strengths and the challenges of the school. This enables them to hold leaders to account and ensure that decisions taken are rooted in the school's vision. Staff across the school value the support that is provided for them. High quality professional development is given priority as is their well-being. As a result, staff are loyal and committed to the school.

The school has developed a rich curriculum. Individual needs of children are met. Careful thought is given to strategies to encourage attendance and support families. For example, the appointment of the school's own education welfare officer, with diocesan support, has improved attendance. The 'Morning Club' area also provides a welcome bridge into school for those pupils who need encouragement to come in. This becomes a quiet indoor space at lunchtimes for those who find the busy-ness of playtime challenging. The recent introduction of the innovative 'Outdoor Play and Learning' (OPAL) programme has been transformational. The initiative encourages creative play across ages and interests. Pupils choose from a wide range of activities each session. Included are a range of sports, other physical activities as well as imaginative play and quiet spiritual areas. Children from across key stages play together and learn from each other. OPAL has had a significant impact in improving behaviour and well-being. The school has recently formalised a spirituality policy. There are significant opportunities for spiritual development throughout the school. For example, pupil worship leaders and the school council have developed a spiritual space in the school grounds. However, opportunities for developing spirituality in all curriculum areas are not formally identified. This means that the impact of the policy on spiritual flourishing in the school is not as great as it could be.

An act of worship provides a strong foundation to each school day. The carefully planned programme ensures that weekly themes are shared with parents enabling discussion at home. Pupils enjoy this time together. There are high levels of engagement and participation. Careful use is made of music and images to create a calm and purposeful atmosphere. Moments of reflection are used well to support the spiritual development of everyone attending. Reflection stations around the school reinforce key messages throughout the day. Worship is enriched by contributions from local clergy and regular visits to the local church. Pupil worship leaders help to run worship and actively evaluate its impact. Innovative use of pupil leadership is used at key times. For example, a pupil-led play at Pentecost was well-received by pupils and staff, clearly enhancing understanding of this important festival.

Across the school there is a tangible sense of community and mutual respect. A high priority is given to the well-being of all. Staff know that leaders will support them in times of personal challenge. Recently, leaders, including governors recognised the need to prioritise effective working with parents of children with special educational needs and disability (SEND). This resulted in the appointment of a full-time lead for inclusion. Parents work in partnership with the school and are confident that their opinions are welcomed. They recognise that their children are known well and that individual needs are met. A sensory room and inclusion room are available to learning mentors to meet specific needs. Bullying behaviour does not happen often. When it does occur parents and pupils note that it is quickly dealt with. Pupils know that 'there is always a safe space to go'. The OPAL programme has had a significant impact in ensuring that lunchtime is used constructively. It promotes co-operative and happy relationships across year groups. The school is considerate about the changing nature of family, for example this year 'Father's Day' was celebrated as 'Heroes Day'. This enabled all parents and carers to be included.

Pupils are given leadership opportunities within school, for example as school council representatives, house captains, worship leaders, play leaders and 'sports crew'. The Archbishops' Young Leaders award has been introduced in Year 1 and Year 3, enabling them to recognise how they can develop the qualities needed by leaders. Staff listen to the opinions of pupils and act upon them

when appropriate. Pupils are very clear about the need to treat others with kindness and respect, living out the school's vision. Some activities in the school have an impact on the local community, for example links with the foodbank at Harvest. However, there are limited opportunities to act as agents of change beyond the school or to engage in social action. This means pupils have a limited understanding of social challenges beyond their locality.

RE is given a high priority by the school and it is well led. Staff are provided with effective support to feel confident in their teaching. Lessons are well planned and creatively delivered which ensures they are enjoyed and valued by pupils. They recognise that RE enables them to develop an understanding and respect for a range of world faiths and opinions. The RE curriculum is planned carefully to allow the introduction and revisiting of increasingly complex concepts over time. Pupils rightly talk confidently about their learning and are proud of their RE books. However, there is little exploration of Christianity as a multi-cultural world faith. As a result, pupils only have limited understanding of the rich variety of Christian worship in other cultures.

The commitment of staff and pupils to its vision has created a community that embodies 'with God, all things are possible'. This provides confidence and assurance that everyone can 'be the best that they can be' in their time at the school.

The inspection findings indicate that Crawley Down Village Church of England School is living up to its foundation as a Church school.

Information			
Inspection date	21 June 2024	URN	131001
VC/VA/Academy	Voluntary controlled	Pupils on roll	391
Diocese	Chichester		
MAT/Federation			
Headteacher	Oliver Burcombe		
Chair	Steve Warr		
Inspector	Nicki Edwards	No.	2207