

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Haven Church of England Methodist Primary School	
Address	Atlantic Drive, Eastbourne, BN23 5SW

School vision

‘Let Your Light Shine’ (Matthew 5:16)
All children can aspire, flourish, and achieve.

We provide a haven; somewhere to anchor in calm seas. We nurture community and curiosity; helping every child reach their God-given potential, letting their light shine in the world. Our school’s vision is theologically rooted and lived out through our Christian values. We believe that God created all and every life is precious to Him (Genesis 1:27). With this we feel we can grow, learn and flourish (John 10:10). We encourage children to embrace challenge and show this in all aspects of learning (Proverb 16:16). Our rich and broad curriculum nourishes our children’s spirituality and allows them to shine in their own way and as a community.

School strengths

- The school has a distinct Christian vision that is well understood, it is at the heart of daily life and drives improvements. As a result, there is a warm inclusive culture where all feel valued and special.
- The Christian vision inspires staff to identify new approaches that effectively address the diverse needs of pupils. This raises pupils’ aspirations and self-belief so they can flourish.
- The Christian vision shapes a range of significant partnerships which enhance the school’s provision. The Diocese of Chichester Academy Trust (DCAT), the Methodist Academies and Schools Trust (MAST), the Diocese and local churches enriches learning and collective worship.
- Collective worship is the pulse of daily life. It brings the community together, deepening understanding of the relevance of the vision and Christian values. These shape lives and attitudes.
- Leaders, at all levels, are ambitious and enthusiastic, leading by example. They have created a staff team who live out the vision, which motivates the school community to 'let your light shine'.

Areas for development

- Ensure that experiences for pupils’ spiritual flourishing are an intrinsic part of the curriculum. This is to enable pupils to express their thinking, so the impact of these experiences is clear.
- Create plans for religious education (RE) which allow pupils to progressively develop a good understanding of key religious vocabulary. This understanding can be used to respond to ‘big’ questions and think at a deeper level.
- Provide opportunities for all pupils to become confident, independent agents for change. In this way they can make a greater difference to the lives of others.

Inspection findings

Leaders have reviewed the Christian vision ensuring it effectively addresses the needs of the community. This re-emphasised the vision's position at the heart of the school, guiding its strategic direction. Pupils link the vision with their logo of a lighthouse and the safe 'haven' the school offers. They articulate how it inspires them to be the best they can be. Pupils realise their talents, such as in the arts, music or sport and enthuse others to do the same. The vision shapes relationships encouraging the care of one another, reflecting the Anglican and Methodist traditions. As a result, the school has an inclusive, welcoming and equitable culture. Pupils treat one another with a high degree of dignity and respect. Together with staff, they use a language which comes from the associated Christian values. Pupils use these values to live out the vision and thrive. Staff weave the importance of the Christian vision and values throughout learning. This enables pupils to appreciate their significance in a wide variety of contexts. The vision drives improvements. This stands out in new strategies to support pupils. At the centre of these initiatives have been the school's Christian values. Alongside this the nurture of pupils' behaviour focuses on positive relationships ensuring that individual needs are met. Leaders are enthusiastic and ambitious, leading by example. Staff feel valued and see their role as living out the vision, showing how it changes attitudes and actions. In this way it enables pupils and staff to 'let your light shine'. Governors are diligent in their support. The ethos committee routinely evaluate the impact the vision makes on being a Church school. They gather feedback from pupils, which leads to improvements. These include the decision to join the Diocese of Chichester Academy Trust (DCAT) and fund smaller classes to address identified issues.

Leaders take the view that all are special to God, wonderfully made and deserve the best education. This is so they can fulfil their God-given potential. Staff follow Jesus' example of being a servant, enabling pupils to thrive. Pupils are nurtured to recognise their emotions and articulate these. They are supported to develop individualised strategies that help them to be calm. In conjunction with DCAT, a range of approaches remove barriers to learning for some pupils. This enables them to access the curriculum more easily. For instance, using symbols and pictures linked to new vocabulary enhance pupils' understanding. At other times the beginning of prepared sentences helps pupils to organise their thinking and develop their communication skills. Staff knowledge for addressing diverse needs leads to well focused provision to be put in place. Working alongside parents, strategies for mental health and wellbeing ensure an effective range of personalised tools and approaches are used. An integral part of the vision is raising pupils' aspirations. Trusting relationships with staff encourage them to believe in their own ability. The language of 'letting your light shine' is widespread, developing self-belief and high expectations. Spirituality has a growing importance. Staff are aware of some occasions where pupils can flourish spiritually, such as in forest school. However, these opportunities are not an intrinsic part of the curriculum.

The vision drives partnerships that enrich the school's provision. MAST, DCAT and the Diocese enhance the rigour of evaluations, leading to ongoing improvements. These include deepening awareness of Methodist principles. These partnerships offer well focused support and the sharing of new initiatives. For example, lessons on Global Christianity, extend an understanding of diversity. DCAT nurtures leaders at all levels, enabling subject leaders to share best practice, so they feel supported. Local churches offer a wide variety of styles of worship that is valued. The contribution churches make to governance is significant. Their expertise provides positive challenge, as well as offering enthusiasm and support. Pupils share in projects run by local churches, thus understanding the contribution they make to communities, such as the food bank. Some older pupils seek to initiate actions which raise awareness of others' needs locally. These include challenging their Member of Parliament about the closure of facilities for disabled people and supporting the lifeboat appeal. However, this culture of becoming independent agents for change is not fully established across the school.

The Christian vision shines out in collective worship, allowing pupils and adults to see its significance for them in daily life. Worship provides experiences that enable pupils and adults to flourish spiritually. These include opportunities to reflect on big questions, to which there may be no definite answer. There is also time to consider relationships, enjoy music, pause and consider personal wellbeing. This is enhanced by a range of ministers who bring a variety of styles to worship. Dedicated times each day promote thoughtfulness, where pupils can respond spontaneously in prayer. ‘Pop up’ reflection spaces and ‘forest’ school are enjoyed, inspiring further times of contemplation. Dedicated class areas provide space to pause. These are shaped by class worship leaders who have listened and responded to their peers by making these thought provoking. Pupil worship leaders evaluate collective worship, provide feedback to adults and increasingly shape planning. Their role is influential and growing. For example, they design class leaflets on the termly Christian value, with a challenge for peers. Worship is invitational, inclusive and enables pupils to contribute with integrity. It often is inspirational and challenges pupils to reflect on their beliefs or take action to care for God's world. Pupils of all faiths recognise how Christian values inform actions and help them to see what the vision looks like. Partnerships enrich provision, such as visiting a school in the MAST, and introducing different songs for worship. Themes discussed in class allow pupils to consider their relevance to daily life. Planning is detailed with clear intentions and outcomes, supporting staff in class worship well.

The teaching of RE is at least good, with examples of best practice. New approaches are effectively woven into teaching, engaging pupils, providing support so that they can access learning readily. This enables pupils, particularly those who are disadvantaged, to thrive. Assessments are accurate and effectively moderated. These are used to refine planning, enabling pupils to deepen their understanding. Subject leaders are enthusiastic, confidently initiating new approaches. These include exploring Global Christianity, so pupils understand differences around the world and respect others. Introductory pages for each unit allow pupils to show what they already know, ensuring new learning extends their knowledge. Through support from DCAT, a unit on humanism is enriching awareness of a range of worldviews. DCAT facilitates the effective sharing of good practice between schools. However, planning does not ensure that knowledge of key vocabulary is progressively developed. Specific lessons enrich pupils’ understanding of Methodist principles and the life of John Wesley, well supported by the Methodist minister. ‘Big’ questions nurture pupils to think at a deeper level, refine ideas and shape opinions. This leads to pupils recognising the importance of the subject, which the majority enjoy. Pupils talk thoughtfully of worldviews, making insightful comparisons, enabling them to see how faith shapes actions.

The inspection findings indicate that The Haven Church of England Methodist Primary is living up to its foundation as a Church school.

Information			
Inspection date	24 June 2024	URN	149523
VC/VA/Academy	Academy	Pupils on roll	443
Diocese	Chichester / Chichester District		
MAT/Federation	Diocese of Chichester Academy Trust		
Headteacher	Ros Collett		
Chair	Hilary Walsh		
Inspector	David Hatrey	No.	844