



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Hoathly Church of England Primary School	
Address	West Hoathly, East Grinstead, RH19 4QG
School vision	
<p>Be strong: be courageous. Do everything in love. 1 Corinthians 16:13b-14</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is exemplified by the attitudes and behaviour displayed throughout the school. Pupils and adults express a nurtured inner strength and courage to make a difference. All treat one another with love. • The school's vision-driven curriculum is fully inclusive and enables pupils to thrive. Governors champion and challenge the vision's implementation, ensuring it has a clear, positive impact upon pupils. • Collective worship provides valuable opportunities for reflection and consideration of biblically-based morals, offering all a space to grow spiritually. • The school enables pupils to engage courageously with environmental projects. This vision inspired action empowers pupils to consider their responsibilities of improving the world around them. • Religious education (RE) offers well-sequenced opportunities for pupils to consider faith, religion and their impact upon believers. 	
Areas for development	
<ul style="list-style-type: none"> • Build on pupils' existing experience of environmental action through broader opportunities to engage with social issues. This will enable pupils to become agents of change. • Continue to develop challenge within the RE curriculum to broaden and deepen pupils' understanding. 	
Inspection findings	
<p>Despite a recent period of substantial change, West Hoathly Primary School offers pupils a welcoming and safe place to grow. The vision enables pupils to have high aspirations whilst supporting a nurturing ethos for all. Pupils clearly understand the vision and are able to demonstrate their strength, courage and loving kindness towards the school community. The school vision is expressed beautifully through positive encouragement of key Christian values. The values of love, hope and forgiveness resonate throughout school policies and practice. There is a tangible sense of stability throughout the school, driven by the leadership team at all levels. Governance previously focused considerably on supporting staff wellbeing. Evidence shows how governors helped the school community to remain strong and courageous during challenging times. Minutes and records show an attentiveness to staff that goes above typical governance expectations. A strong collaborative working relationship with the diocese facilitates greater challenge and support</p>	

for the school. Governors' monitoring evidences the impact of the vision. The vision clearly promotes opportunities for pupils to thrive. Leadership at all levels embodies strength, courage and loving kindness.

Leaders have implemented a curriculum that is shaped by the vision. A love of learning is fostered throughout the school. Special celebrations, such as Earth Day, inspire pupils to consider ways to courageously challenge and change the world around them. Staff provide moments for pupils to consider their own spiritual response to the world. Cross-curricular opportunities enable pupils to make links across their learning. The vision clearly drives behaviour for learning as pupils feel safe and confident to answer questions and explore new concepts. The school's curriculum and nurturing ethos support pupils' flourishing. Staff provide additional support where appropriate to adapt their teaching. This enables pupils from disadvantaged backgrounds to learn well. Staff have embedded opportunities throughout the curriculum, allowing pupils to explore beyond the village and local rural area. When discussing their future, pupils feel empowered with strength and hope. They see school as a safe place. Leaders have secured a clear and shared approach to spiritual development across the school. Each class records moments of awe and wonder in spiritual journals, documenting the pupils' growing understanding of faith. These journals allow pupils and staff to explore faith in an unhurried and gentle way.

The school's vision and values drive the planning and delivery of collective worship. There is strong collaboration between the school and St Margaret's church. This means acts of worship follow a clear theme and build on pupils' understanding. Leaders utilise a variety of teaching styles in acts of worship. Pupils state that adults make the Bible stories come alive. Leaders welcome pupils and deliver acts of worship that are invitational. Leaders support pupils' understanding of choice and personal faith, and pupils are respectful towards one another. Collective worship is valued and helps pupils develop an understanding of Jesus' teachings. The stories of Jesus 'help us to think about how we treat others'. Older pupils express their growth in confidence through being a buddy to young pupils and doing everything in love. Pupils enjoy the variety of experiences offered in collective worship and the many opportunities to take part. They see coming together as a whole school as 'being together like a loving family'. Staff express their shared love of collective worship as a time for personal reflection. Acts of worship regularly include celebration of pupils' success, building friendships across year groups. Acts of worship are memorable. Pupils share, for example, their understanding of how the Good Samaritan showed strength, courage and loving kindness towards a stranger. They link these values to their own lives and how it impacts the decisions they make to be charitable, welcoming and kind.

Community is central at West Hoathly Primary School. All are welcomed and there is clear provision for all to be nurtured. Governors, leaders and staff have embedded a culture of genuine acceptance. Pupils recognise their commonality within the school community and are readily able to celebrate differences with dignity and compassion. There is a loving understanding of equity to ensure pupils are able to thrive. The school behaviour policy fosters the vision and values, facilitating restorative conversations about behaviour. Pupils understand the evident focus on making choices for positive impact. The school uses a variety of successful systems which enable older pupils to support younger pupils throughout the school. Younger pupils look up to their buddies, 'It's like having a big brother. He makes me feel safe.' Governors champion mental health and emotional wellbeing. Staff express their gratitude for the genuine care shown to them by the governing board. Leaders feel empowered to make beneficial changes to the school, with challenge pitched well to ensure best outcomes. Families greatly appreciate the leadership, blossoming from open conversations and mutually beneficial parent forums. There is clear evidence demonstrating the impact the school has in supporting vulnerable pupils and families.

The successful action of the eco-team encapsulates the school's vision. Pupils have initiated

changes within school to increase awareness of waste and its impact on the environment. They have led school-wide programmes to introduce recycling to look after God's creation. Pupils understand the responsibility they have and are keen to make the world a better place. They passionately share their letters, sent to local supermarkets, demanding greater use of recyclable materials. Leaders support pupils' growing courage to be agents of change. Pupils are able to make an environmental impact within the school, but their engagement with the wider community is currently limited. They understand their personal freedoms and the struggles of others, identifying what could be done to show loving kindness. The school however, does not offer a wider range of issues for pupils to engage with.

Leaders prioritise religious education throughout the school. Staff have appropriate resources and opportunities for professional development. The RE curriculum is well-sequenced and balanced, aligning with the school's vision and context. Staff utilise resources and relevant training, making lessons engaging and purposeful. The curriculum offers pupils a clear understanding of Christianity and other world faiths. This enables pupils to understand the different ways in which Christians celebrate their faith around the world. This understanding is built upon the appreciation of differences between religions, helping pupils to challenge stereotypes. They explore a wide range of topics within RE. There is not, however, always sufficient challenge within each unit of study. Pupils engage in discussions respectfully and model kindness. They recognise the importance of learning RE to understand other people's point of view.

These inspection findings indicate that West Hoathly Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	10 May 2024	URN	126012
VC/VA/Academy	Voluntary controlled	Pupils on roll	110
Diocese	Chichester		
MAT/Federation			
Headteacher	Samantha Dann		
Chair	Sophie Abbott		
Inspector	Matthew Harris	No.	2102