

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

### Battle and Langton Church of England Primary School

#### Vision

In the spirit of Christian love, we strive to inspire and equip our pupils to become confident, compassionate, and lifelong learners who make a positive impact on the world.

Battle and Langton Church of England Primary 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.

#### Notable Strengths

- Leaders have thoughtfully crafted a school vision that is centred on the spirit of Christian love. This is powerfully understood and lived out. Led by this vision, pupils and adults selflessly seek to put others first. Consequently, pupils are enabled to grow and flourish even in the most challenging of circumstances.
- This is a happy and harmonious learning community that ensures pupils and adults feel included. People feel free to be themselves knowing that ‘everyone is equally welcomed and valued here’. Leaders and staff are highly ambitious for pupils, including those with special educational needs and/or disabilities (SEND). This gives them the opportunity to thrive.
- Driven by their vision, leaders model unconditional love, consistently showing kindness and care. They go above and beyond in their support for pupils, families, staff and the wider community. As a result, deep compassion is a way of life at Battle and Langton Church of England School. This means that relationships across the school and beyond are strong and supportive.

#### Development Points

- Establish a common understanding of spirituality and broaden the range of spiritual experiences pupils encounter in the curriculum. This is so that spirituality is understood and recognised and opportunities they encounter facilitate their spiritual growth.
- Broaden pupils’ intrinsic sense of justice and responsibility beyond their daily acts of kindness. This is to enhance the way they are empowered to make a positive contribution to the world through acting for justice.
- Establish efficient systems to monitor and evaluate the impact of the religious education (RE) curriculum. Ensure leaders, including governors, have efficient systems to monitor and evaluate the impact of the Religious Education (RE) curriculum. This is to ensure they are confident that it is effective in developing pupils’ knowledge and understanding of a range of worldviews and beliefs.



## Inspection Findings

### Vision and Leadership

Battle and Langton Church of England Primary School is a harmonious and happy place to learn. Over time, leaders have thoughtfully crafted their school vision, centred on their understanding of Christian love and 'agape'. The Christian vision is further supported by their six associated values of love, joy, kindness, patience, peace and self-control. These are lived out through loving and giving relationships. Consequently, pupils and adults selflessly seek to put others first. Leaders actively review their vision, making sure it continues to meet the needs of their changing community. The vision drives day to day behaviours and attitudes as well as more strategic decisions. It guides leaders to look outwards and provide professional support to other schools and groups. Their hard work and dedication to the on-site nurture provision, The Pod, demonstrates their generous commitment to love those considered vulnerable. This also benefits pupils from neighbouring schools, widening the impact. Families receive invaluable support and encouragement and are grateful for this important guidance. As a result, the Christian vision can have a transformative effect on the lives of pupils here.

### Vision and Curriculum

Pupils experience a full and varied curriculum that inspires them as learners. This is enriched by specialist teaching and creative opportunities in a range of subjects including forest school, drama, music, arts and sport. This, together with exceptional extra-curricular opportunities, further enhances the breadth of the curriculum. For example, as a result of a recent visit to Glyndebourne, pupils are enthused and excited about their learning. As they move through the school pupils quickly become confident learners who relish these opportunities. Led by the 'lifelong learners' part of their vision, pupils acquire essential learning habits and behaviours. Through the careful actions of leaders, inclusion is a clear strength with pupils enabled to access a curriculum that is tailored to their needs. Leaders' commitment to employing specialised staff means that pupils receive expert provision. This welcoming and inclusive approach is powerfully articulated by pupils and staff alike, 'everyone is equally valued here.' There are some opportunities for spiritual development within the curriculum. However, the breadth of these is narrow. Leaders have not established a common understanding of spirituality to ensure it is well understood and guides the delivery of planned opportunities. As a consequence, the way the curriculum enhances the spiritual growth of adults and pupils, is limited.

### Worship and Spirituality

Collective worship is a valued part of school life that brings the community together. Pupils and adults appreciate this cherished part of their day. Leaders ensure worship is welcoming and inclusive, using adaptations to allow pupils to benefit from these important times of togetherness. Pupils are spiritually enriched by the variety of worship experiences involving contributions from school leaders and local church representatives. Pupils and adults delight in their singing which is uplifting and supports spiritual flourishing. Opportunities for even the youngest pupils to play the piano during worship further demonstrates this. However, the way pupils can express the impact of this on them is limited as there is no shared understanding of spirituality. Centred around the school values, worship is well planned and carefully considered so that it is relevant and inspires adults and pupils. Bible stories and prayers enrich and deepen pupils understanding of each value and help them to know how they can be lived out. Meaningful moments of stillness, prayer and reflection support pupils and adults' spiritual growth. However, the way they express how this helps them to spiritually flourish is less developed. Worship supports their appreciation of the importance and impact of small acts of love and kindness. They recognise that these can spread and grow within and beyond their school and community.

### Vision and School Culture

Driven by their vision, leaders show compassion and put others before themselves. They are visible and active throughout the school day and ready to support pupils and staff through the good and bad times. Their presence and openness mean that barriers to support are removed. Consequently, staff and pupils feel appreciated and



valued. Their work with pupils, families, staff and the wider community inspires others. As a result, deep compassion is a way of life here. Relationships across the school and beyond are strong and purposeful. Leaders have prioritised wellbeing. Their six embedded values ensure that pupils and adults understand their personal responsibility for their own, and others, wellbeing. Pupils of all ages understand the need to be 'ready, respectful and safe'. When things go wrong, they are guided to use their restorative behaviour system to focus on reflection and repair. Parents continue compassionate conversations at home about forgiveness and having a new start. This ensures that pupils develop empathy and understand the impact of their actions on others. They use these vision-led approaches to make positive changes to their behaviour. The outward looking nature of the school creates a 'legacy of co-operation' that ensures a culture of learning through collaboration. Driven by the Christian love of their vision, leaders actively share their expertise and experience with others in powerful partnerships.

#### Religious Education

RE is an important part of Battle and Langton's broad curriculum. Learning is well planned and sequenced and develops pupils' knowledge and understanding of a range of beliefs and worldviews. Through consideration of this range of religious and non-religious views pupils learn more about themselves and others. They know that a person's faith or views will affect how they live their lives. Pupils understand that RE helps them to explore differences between religions as well as diversity within religions. They appreciate the diverse ways in which people live out and express their beliefs. Internal training supports teachers to confidently deliver the RE curriculum. However, the use of systems to evaluate the effectiveness of the curriculum by leaders and governors are less developed.

#### Vision, Justice and Responsibility

The school vision supports a culture of caring for others. Older pupils look out for those who are upset, lonely or in need of help and act to make a difference. They take part in adult led charitable work and can explain why there is a need to support these causes. This includes making contributions to a local foodbank and visiting a local care home. There are some examples of pupil-led justice within the school. This includes improvements to the lunchtime menu so that younger children are eating more, enjoying healthier options and wasting less. This has improved the diet of those who were not enjoying their meals. However, the way that many pupils are able to describe what inspires them to independently act for justice is underdeveloped. This limits the way they are able to fully live out their vision and make a positive impact on the world. The on-going link with a school in Sierra Leone enhances pupils' understanding of agape love.

## Information

Address	Market Road, Battle, TN33 0HQ		
Date	25 September 2025	URN	114489
Type of school	Voluntary controlled	No. of pupils	420
Diocese	Chichester		
Headteacher	Simon Hughes		
Chair of Governors	Adrian Davis		
Inspector	Paula Bliss		