

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

East Hoathly Church of England Primary School	
Address	Church Marks Lane, Lewes, BN8 6EQ
School vision	
Being the best that we can be in a thriving community, following the example of Jesus and achieving fullness of life.	
School strengths	
<ul style="list-style-type: none"> • Community is the heartbeat of the school. The vision drives a culture of dignity and loving kindness. • The school's curriculum and wider provision is fully inclusive. Disadvantaged and vulnerable pupils are nurtured. • Collective worship provides valued opportunities for reflection and consideration of biblically-based morals. • Religious education (RE) offers well-sequenced opportunities for pupils to consider faith, religion and their impact upon believers. • Leaders enable pupils to engage with multiple community action projects, impacting the lives of children and families locally and overseas. 	
Areas for development	
<ul style="list-style-type: none"> • Embed a definition of spirituality to capture the faith journey of pupils. This will enable staff and pupils to articulate fully how they thrive spiritually. • Increase opportunities for pupils to take greater ownership of their responsibility for social justice. This will enable pupils to become empowered advocates and agents of change. 	
Inspection findings	
<p>East Hoathly Church of England Primary School truly embodies the definition of 'the thriving community'. The school has a central location in the village, and community is the heartbeat of the school. The school's vision is anchored by four Christian values of love, strength, wisdom and truth. These resonate throughout policies and practice and are clearly embedded in school life. Pupils understand their meaning and importance and share insightful understanding of what they look like in action. One pupil commented 'wisdom is more than just knowing things, it is understanding what action to take with that knowledge'. Each core value has a clear biblical story, helping pupils to better understand the teachings of Jesus. Adults make frequent reference to the values enabling pupils to reflect on their learning, interactions and personal faith journey. Pupils therefore show an insightful understanding of their own spiritual development. Governors regularly review the vision and Christian values, ensuring that they accurately reflect the school's context. Their experience and wisdom are shared with leaders to enhance development of East Hoathly as a Church school. The Federation's vision aligns well with the school. Their key values of ambition, optimism and resilience support the school's high expectations for learning, behaviour and emotional wellbeing.</p>	

Leaders at East Hoathly have developed a broad, vision-driven curriculum that makes clear links between subjects. This ensures subjects maintain challenge and include frequent opportunities for spirituality and citizenship. Enrichment days and extra-curricular activities extend their learning, enabling pupils to gain a wider understanding of the world around them. In line with the vision, this enables pupils to 'be the best they can be'. Pupils engage with community projects alongside their academic learning. For example, their passion for caring for animals is fostered by wide use of the forest school areas. Inclusive provision at East Hoathly nurtures vulnerable pupils. There is a shared understanding of the importance of equity, displayed by staff providing appropriate and specific support to pupils. A culture of safety permeates classrooms and intervention spaces. Pupils openly suggest ideas and pose questions to explore their understanding further, without fear of failure. Misconceptions are addressed gently and appropriately. This approach facilitates clear provision to transform pupils into ambitious and resilient individuals. Staff provide regular moments for pupils to reflect on their learning and how they are part of 'something bigger'. Reflection is a natural and unforced aspect of pupils' experience throughout East Hoathly. The understanding of a definition of spirituality is, however, inconsistent across the school. This means that staff and pupils are not always able to articulate fully the impact of the many spiritual moments.

Collective worship is valued as a welcoming and engaging moment that brings the whole school together. Pupils eagerly join in leading acts of worship and celebration, as well as moments of stillness, reflection and prayer. Worship is inclusive, meaning pupils are accepted just as they are. Pupils are offered opportunities to learn about the life and teachings of Jesus through considered and thoughtful stories. Leaders utilise a wide range of biblical and fictional stories to exemplify key values. This enables pupils to reflect and apply this understanding to their celebration of one another's gifts and talents. The rich experience of worship in the awe-inspiring parish church, enables pupils to develop an appreciation of calm reverence. This inspires pupils to reflect and deepen their spiritual awareness. Governance of the school brings a particular strength to collective worship. Leaders are able to draw on governors' theological insight to ensure biblical content is correctly shared.

The vision is embodied through the daily interactions of pupils, staff and families. The school has fostered a culture of dignified and loving openness. Pupils feel seen and known. Leaders and staff champion and nurture vulnerable and disadvantaged pupils, enabling them to thrive. Families share multiple examples of the impact of leaders' genuine warmth and loving kindness. Pupils feel safe and disagreements are handled sensitively and restoratively, with all involved able to share their experiences and feelings. They are able to articulate their emotions well, meaning staff can assist them in managing their behaviour effectively. Parents and carers are actively involved in the school and are frequently invited to events to celebrate their child's achievements. This helps to further enrich relationships between the school and community. Leaders at all levels promote positive mental wellbeing for staff and pupils utilising both curriculum and professional development opportunities. This results in a visibly thriving community throughout the school. The Pioneer Federation enhances the school by drawing on expertise and sharing best practice and resources. This strengthens the collective wellbeing of pupils, staff and families across the Federation.

Pupils are able to identify and understand the problems they can see in the local and international community. They have a keen passion for nature, reflecting the school's rural context. This enthusiasm has driven considerable charitable work by the school, raising awareness and money for local charities. The school currently links with 'Raystede', a local animal rehoming charity, who deliver lessons and activities for pupils. These sessions deepen pupils' appreciation of how to show love and care to different animals. Pupils understand the importance of Fair Trade and how their decisions can impact the lives of others. The school has a long-standing, mutually beneficial partnership with 'Starfish Malawi', enabling pupils to engage with life-changing action. Organised by

staff, pupils have written to and received letters from their international peers and have recently shared outdoor games. The impact of this partnership is considerable, with pupils showing genuine compassion and love towards others. Recent videos of Malawian children playing games with the resources sent by East Hoathly School are inspirational. Pupils engage with these action projects with great enthusiasm. However, their ownership of activities to lead and implement social action is currently limited.

The school follows a clear and well-structured agreed RE syllabus, enriched further by school and Federation collaborative development. This means staff have access to sequenced plans for lessons and a wide range of resources to facilitate pupils' understanding. Pupils develop a breadth of religious understanding, of Christianity and other faiths and worldviews. Pupils express clearly the relevance of learning RE in enabling them to be loving and respectful of others. There is an evident culture of openness, in which RE as a subject thrives. Pupils are safe to ask questions, with one pupil commenting that 'not all questions need answers'. Pupils gain considerable wisdom through their RE learning and frequent opportunities to reflect how this learning impacts their own lives. RE has priority as a subject, with leaders given time for professional development, monitoring and review with governors.

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

Information			
Inspection date	21 June 2024	URN	114501
VC/VA/Academy	Voluntary controlled	Pupils on roll	109
Diocese	Chichester		
MAT/Federation	Pioneer Federation		
Head of School	Alice Briley		
Chair	Alan Brundle		
Inspector	Matthew Harris	No.	2102