

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pevensey and Westham VC Church of England Primary School

Vision

To work in partnership with families, the church and wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential, and enjoy a fullness of life. John (10:10)

Pevensey and Westham Church of England 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.

Strengths

- The Christian vision is transformational across the school, underpinning everything the school does. Leaders and governors are committed to the vision so that pupils enjoy a 'fullness of life'.
- The Christian vision inspires the content and range of learning experiences in the curriculum. With effective support, different groups of learners gain new skills and knowledge, and therefore flourish.
- Collective worship is shaped by the Christian vision and contributes to the spiritual life of the school. Worship is an opportunity for pupils and adults to reflect and respond to the Christian messages, enabling spiritual growth.
- Pupils know how to look after each other. They show kindness and understand the importance of forgiveness. Pupils and adults are happy in school and live well together.
- Pupils understand the meaning of justice. They know how to make ethical choices and to be agents of change, so having a positive impact on different communities.

Development Points

- Embed an understanding of spiritual development in the life of the school. This will enable adults and pupils to articulate their spiritual responses in more depth.



Inspection Findings

The Christian vision is embedded in the life of the school. Following a change of headship, pupils, staff, parents and governors were consulted on the vision. The school serves a coastal community and its number of pupils with special educational needs and vulnerabilities is below the national average. This newly formed vision now clearly reflects the context of the school. It is lived out through the Christian values of kindness, forgiveness, resilience, and honesty. In addition, the school embraces the value of being healthy, physically and mentally. Pupils and adults understand the impact of unlocking these values so that they flourish. Pupils know that living out the vision helps them. One said, 'to reach your full potential you grow and grow'. One parent explained that the school looks at the full potential of the whole child. Governors and school leaders regularly monitor the impact of the vision. Through termly learning walks, they gather evidence and identify further actions to support pupils and staff. Embedding the vision has led the way for learners and adults to live and learn well together, enjoying 'a fullness of life'.

The curriculum is enabling pupils to experience life in its fullness. Adaptations to it enables groups of learners to flourish, regardless of their starting points. Pupils engage in a wide range of learning experiences. This ensures they increase their personal skills and resilience when faced with new challenges. One pupil explained 'I achieved my times table badge for being resilient'. A range of strategies are deployed by the senior leadership team (SLT) to enable staff to flourish in their role. This includes relevant continual professional development (CPD) and support from leaders. The choice of curriculum themes and class texts provides opportunities for spiritual development in the curriculum. This encourages pupils to reflect and respond to several ethical issues. For example, one pupil explained how studying deforestation had helped them understand the negative impact this had on animal habitats. There is not, however, a common understanding of spirituality across the school, nor a language with which to express it. This limits these spiritual opportunities.

Collective worship provides time for spiritual growth. Worship is planned sequentially. One school value is explored in more depth each term by weekly 'take-aways'. Pupils are provided with further opportunities to respond to these in class discussion, their class reflection areas and reflection books. They are inspired through enriched activities that enable them to reflect more deeply on the Bible passage. They share their views on issues concerning them. One pupil said, 'Different people stand up to talk, our eco-warriors talked about protecting the environment'. As a result, pupils are inspired in their own thoughts and reflections. Worship leaders are encouraged to develop their role by leading prayer in collective worship and at other times in the school year. This approach has enabled further opportunities for them to flourish spiritually. The school works with a Spinnaker Trust representative, a Christian organisation that leads collective worship in schools. Together they planned prayer stations to celebrate Easter. The worship leaders then ran the stations during lunch times, leading prayer activities with pupils. These led to increased pupil engagement in prayer and reflection across the school and aided pupils' spiritual development. There is a strong partnership between the local church and school, enhancing pupils' experiences of worship and spiritual life. Parents are encouraged to attend celebration worship and church services. This has led to a closer relationship between parents, school, and the church.

Pupils understand the power of kindness and forgiveness, knowing the importance of helping each other in times of trouble. A school 'Kindness Calendar', used at Advent, has helped deepen their understanding of kindness. Pupils explain the importance of being kind to others at school, at home and in the community. One pupil said, 'Jesus was kind so we should be kind'. Another commented that 'forgiving is a chain reaction to kindness'. A range of strategies are embedded to help pupils and adults feel safe and happy in school. For example, Year 5 and 6 pupils become



buddies to the reception class. This enables them to take on more responsibility for the wellbeing of younger learners. This ensures they settle into school life quickly and 'feel looked after'. Pupils are encouraged to take on leadership responsibilities in school. This has led to them acquiring skills and behaviours for managing challenging situations. A pupil group has been trained as wellbeing ambassadors. Through this role, there has been an increased awareness amongst pupils of staying healthy in body and mind. The school has a trained mental health leader. This has helped the school better identify mental health needs and seek appropriate support for pupils and adults.

Pupils understand that they can be an agent of change. They know that their actions can make a positive difference to the lives of others. They are encouraged to be 'world-changers'. For example, two pupils slept in a cardboard box with their father overnight. They shared their experience and concerns with their peers and staff. Another pupil explained how this action raised awareness of homelessness. Pupils explain how small acts of kindness can make a positive difference to others' lives. One pupil said that they had 'brought a smile to people in Pevensey by posting poems through their letterboxes'. Pupils received letters of thanks. The school has partnered with a school in Tanzania. The pupils from both schools have learnt about living and going to school in different countries. Through this link, pupils' knowledge of a diverse culture is enhanced.

RE is taught well because the RE leader has established a consistent approach to teaching the subject across the school. This aligns with strategies used to teach other subjects. The curriculum plan is sequential and challenging. Lessons build on previous learning and include the 'sticky knowledge' pupils need to know. Taking this approach has resulted in learners, regardless of their ability, engaging well in lessons. They have a deep understanding of a range of faiths and worldviews, including Christianity. Pupils explain their understanding of their learning in RE using subject-specific vocabulary confidently. Leadership of RE is strong. The subject leader and governors monitor curriculum coverage and its impact on learners. This has identified changes in how the subject is taught. School leaders source relevant CPD which has led to teachers feeling confident to teach this subject.

Information

Address	86 High St, Westham, Pevensey, East Sussex. BN24 5LP		
Date	18 November 2024	URN	114519
Type of school	Voluntary Controlled	No. of pupils	415
Diocese/District	Chichester		
MAT/Federation	N/A		
Headteacher	Luke Paramor		
Chair of Governors	Michael Hilton		
Inspector	Sam Crinnion		