

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dallington Church of England Primary School

Vision

‘Be an example to the believers with your words, your actions, your love, your faith and your pure life.’
(1 Timothy 4:12)

Dallington 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

- The Christian vision, based on a Bible verse from 1 Timothy, guides relationships and decision making. It creates a compassionate community where pupils and adults feel safe, valued and included.
- The curriculum, driven by the vision, enables pupils to achieve and flourish. Leaders and teachers ensure learning is nurturing and inclusive.
- Collective worship is reflective and joyful. It unites the community and deepens understanding of faith through a beneficial church partnership.
- Rooted in Christian love, leaders model humility and care, fostering high levels of wellbeing and mutual respect. Therefore, pupils and staff benefit from positive relationships.
- Leaders plan and provide rich opportunities for justice, service and social responsibility.

Development Points

- Strengthen systematic monitoring of the effectiveness of the school as a Church school. This is so leaders identify the impact of the vision in order to strengthen the school’s Christian foundation.
- Deepen the shared understanding of spirituality. This is so that it is explicitly planned for and fully experienced across the curriculum and worship.



Inspection Findings

Vision and Leadership

Dallington School stands proudly as a school, church, and community family. The Christian vision shapes leadership and school life. Leaders articulate the vision with clarity and conviction. Staff accurately describe a culture that puts people first. Therefore, both adults and pupils benefit from the kindness they receive. Staff are trusted and supported to grow, whilst pupils demonstrate confidence and joy in learning. Key decisions flow naturally from this vision. However, governor monitoring of the school as a Church school lacks rigour. This limits the extent to which leaders can evaluate the effectiveness of the Christian vision.

Vision and Curriculum

The curriculum reflects the vision and enables pupils to flourish. Therefore, they aspire to be an example to others through their work. Learning is designed to meet pupils' individual needs. Teachers encourage curiosity and perseverance so that pupils learn from mistakes and take pride in their work. Where necessary, the curriculum is adapted so that it is bespoke for individuals to thrive. Pupils benefit from exciting opportunities such as Forest School, Bewl Water and HMS Belfast, which broaden their horizons. The school's approach to spirituality is in its infancy and lacks consistency. Therefore, there are limited curriculum opportunities for pupils to develop spiritually.

Worship and Spirituality

Collective worship is valued and inclusive. This daily time of the school coming together is varied in its approach. It provides stillness and reflection when necessary, which has a lasting impact on pupils. They enjoy taking part through discussion, prayer and song. The weekly worship, led by clergy in church, reinforces the vision through the exploration of Christianity. Parents regularly attend and this further strengthens the relationship between school, home and church. Themes link directly to the Christian vision and weekly values. This helps pupils think about how to live well. Staff appreciate time to pause and refocus during the week. Pupils lead some elements of worship, inspiring them to connect personally with Bible stories. A shared understanding of spirituality is emerging through the work of the ethos committee and clergy. As this is not embedded, it limits the extent of spiritual opportunities.

Vision and School Culture

Relationships are key to the work that the school does. They are characterised by care, respect and belonging. Dallington is a place where adults and pupils are treated kindly and equally. Staff speak of a culture without hierarchy where everyone is valued. Leaders are approachable, compassionate and committed to wellbeing. Therefore, pupils feel safe and know that adults listen carefully and act quickly to help. Older pupils show care for others and take responsibility for younger ones, reflecting the vision in action. They support lunchtimes and playtimes across different year groups other than their own. High-profile pupil play leaders undertake a key role on the playground in providing positive play and resolutions. The vision underpins behaviour, which is restorative and based on forgiveness. Pupils understand right and wrong and are quick to make amends when issues arise.

Vision, Justice and Responsibility

The vision creates a strong sense of justice and responsibility. Through fundraising events, pupils learn the importance of compassion and taking action. Initiatives, such as Fun Food Friday where pupils sell treats to raise funds, allow them to learn the importance of service. They act as advocates for others and take part in activities that serve the wider community. Pupils talk sensitively and passionately about the support they give to local charities. This includes 'Young at Heart', an intergenerational community social club. Pupils know their actions make a difference. For example, they recognise how fundraising for the 'Young at Heart' charity helps enrich the lives of the older generation locally. Pupils take responsibility across the school through a range of roles. This



includes being elected to the school council, job monitors within the classroom and the star of the day. They take their roles seriously and set examples to others in the school. Partnerships with the church and federation give pupils wider perspectives and chances to contribute to a range of opportunities. 'Federation Days' allow friendships to develop as they spend time together with pupils from a partner school. They also enable pupils to learn how to work with others. Therefore, staff and governors ensure justice and equality are integral to school life. In line with the vision, pupils are encouraged to lead the way for issues that are important to them. Pupils show empathy and fairness in their actions, making Dallington a place where 'everyone helps each other'.

Religious Education

Religious education (RE) is well planned and effective in deepening pupils' understanding of faith, belief, and the lived experience of religion. RE is prioritised well and maintains an important profile within the school. Leaders outline a clear progression of what is to be taught and when. The curriculum meets the requirements of a Church school and is enriched by high-quality Christian resources. It allows pupils to articulate confidently what they learn from Christianity and a range of world faiths. RE themes enable pupils to recognise similarities in values across different faiths, such as respect and compassion. Teachers are well supported by subject leaders and collaborate effectively across the federation to share good practice. Rigorous monitoring ensures full curriculum coverage within the subject. Leaders drive consistency so that pupils experience high-quality, challenging, and inspiring RE. This enables pupils to flourish in their understanding of religion and worldviews.

Information

Address	The Street, Dallington, Heathfield, East Sussex, TN21 9NH		
Date	06 October 2025	URN	114498
Type of school	Voluntary controlled	No. of pupils	118
Diocese	Chichester		
Federation	Woodlands Federation		
Federation Chair	Monica Pell		
Headteacher	Paul Cox		
Chair of Governors	Monica Pell		
Inspector	Ben Hulme		