



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Chidham Parochial Primary School

Chidham Lane
Chichester
West Sussex
PO18 8TH

Diocese: Chichester
Local authority: West Sussex
Dates of inspection: 13 October 2014
Date of last inspection: 5 February 2009
School's unique reference number: 125976
Headteacher: Claire Murphy
Inspector's name and number: Richard Dyer (513)

School context

Chidham Parochial Primary School is a village school adjacent to Chichester harbour. The original 100 year old building has been modified and extended, most significantly with a sports hall used by the school and community. Since the previous inspection there has been a change of head teacher and the school has grown to five classes. The majority of pupils are from a white British background and come from Chidham and surrounding local area.

The distinctiveness and effectiveness of Chidham Parochial Primary School as a Church of England school are good

- Christian values impact positively on the life of the school and the pupils.
- Collective worship plays a significant role in the life of the school and in promoting the school's Christian values.
- The school has established successful and effective partnerships with parents, the local church and the wider community.

Areas to improve

- Clarify the school's vision to give it a distinctive Christian character that the school community can articulate and gives greater meaning and purpose to the school's Christian values.
- Provide more frequent opportunities to develop the pupils understanding of the Trinity as God the Father, Son and Holy Spirit.
- Develop the effectiveness of evaluation of the Christian character and collective worship so that evidence gathered through regular monitoring is accurately analysed to show impact and is used to identify future priorities for development.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Chidham is a friendly school in which children are enabled to be successful in their learning because a supportive environment encourages their academic progress and personal development. The introduction of a distinct set of explicitly Christian values since the previous inspection have been firmly embedded into the life of the school and make a good contribution to the children's wellbeing and overall learning. They are clearly expressed visually around the school through displays in the public areas, through 'Reflective' areas in the classrooms (where pupils can also read and write prayers), and to parents through a home/school values work sheet. These values are successfully promoted through acts of worship, through social, moral, spiritual and cultural (SMSC) development, religious education (RE) and the wider curriculum. Good use is made of the RE curriculum themes to promote the school's values with, for example, good interactive displays of non-Christian faiths in some classrooms promoting pupils' understanding of cultural diversity. The introduction of Godly Play has been a positive development in promoting and illustrating the school's values with younger children and engaging them with the RE curriculum.

The impact of these values is evident in the high quality of relationships seen through the children's exemplary behaviour and a caring ethos for each other. This is exemplified through comments made by older children such as "We try to live the values in everyday life" and shows the maturity with which the children understand the values. Examples of pupils demonstrating these values are also recorded in the 'Golden Book' which the children are very positive about as recognition for living the values. As yet, these values are not linked to an explicitly expressed Christian vision and therefore their meaning and purpose as a church school have not been fully developed.

The impact of collective worship on the school community is good.

Collective worship is a significant part of the life of the school because it is central to the promotion of the school's Christian values. The thorough planning of the worship reflects this significance as well as responding to key times in the Anglican year (e.g. harvest). Plans identify pupil involvement, prayers, hymns/songs/music as well as ideas for subsequent collective worship and follow up in the classroom. Staff willingly attend and participate in worship because they too appreciate its value. This is reflected by one teachers' comment that "collective worship is not just for children – it's there for me to think, reflect and share". The worship is delivered by various members of the school community during the week including staff, pupils and the local clergy. It is generally interactive making the worship engaging and relevant for both pupils and staff.

Daily worship takes place in school with strenuous efforts made to use the local church for significant occasions in the Christian calendar despite its distance from the school. Good opportunities are provided for parents to join the worship in school once a week and in church which they clearly appreciate. The key elements of worship are present (i.e. quiet entry/exit, prayer/time for reflection, hymn/song) and used effectively to create an appropriate atmosphere. The worship often includes Biblical material and teaching about Jesus which the children understand and can articulate but more frequent opportunities need to be provided for children to learn about and develop their understanding of the Trinity. Prayer and reflection are a strength of the worship and forms a significant and meaningful part of the school life which extends into the 'Reflective Areas' in classrooms where pupils read and write prayers independently.

Systems for monitoring and evaluation of collective worship by staff, governors and older pupils have been established as part of the school's self-evaluation structure. As yet, the monitoring of worship is irregular with little evidence of the impact of worship on pupils or the impact of monitoring on the development of collective worship.

The effectiveness of the leadership and management of the school as a church school is good

Leadership from the headteacher is strong. The introduction of a set of distinctive Christian values by the headteacher has strengthened the school's Christian character because they make an effective impact on the children's learning and wellbeing. These values are clearly understood by staff, governors and children and successfully contribute to the high quality of relationships that is a strong characteristic of the school. The link between these values and the Christian vision is not clearly and consistently articulated across the school community and therefore the purpose and meaning of these values is not yet fully developed. Governors have a secure understanding of the school as a church school through some monitoring and evaluation and involvement in the self-evaluation process. At present, governor visits to monitor are not sufficiently regular to allow the gathering and analysis of evidence that identifies future priorities for development as a church school. However, the role of governors has improved since the previous inspection. The RE leader has a good grasp of her subject and has a clear understanding of what needs to be done to develop it further. The school has ensured that staff develop as future leaders of church schools through appropriate opportunities for professional development which is integrated into staff performance. The close and effective links with parents, the local church and community make an important contribution to the wider life of the school. For example, links with a school in Ghana help children to appreciate cultural and social differences. These various partnerships are well embedded in the life of the school and recognised by the parents as an asset.

SIAMS report October 2014 Chidham Parochial Primary School Chichester PO18 8TH

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