

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

<b>Chidham Parochial Primary School</b>			
<b>Address</b>	Chidham Lane Chichester West Sussex PO18 8TH		
<b>Date of inspection</b>	16 October 2019	<b>Status of school</b>	Voluntary Controlled
<b>Diocese</b>	Chichester	<b>URN</b>	125976

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Chidham is a primary school with 202 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The headteacher has been in post since Easter 2019. The school has had 3 additional classrooms added to manage its rapid expansion to a one form entry school.

### The school's Christian vision

'Love each other as I have loved you.' John 15:12

A happy school where every learner will have the support and encouragement they need to enjoy their learning, make good progress and be successful in achieving to the very best of their ability.

### Key findings

- The strong and purposeful Christian leadership of the headteacher, supported by a committed governing body and staff team, demonstrates a clear Christian vision. This promotes the school's Christian character and mission well.
- The biblical instruction to, 'Love each other as I have loved you.' John 15:12 guides the school community in all aspects of its life. Together with the core Christian values, which are lived out by staff and pupils, it ensures that Chidham is an inclusive, respectful and caring community.
- Religious education (RE) is enjoyed by the pupils. It provides a safe space for reflection and pupils are confident to express ideas and opinions. However, processes of monitoring, evaluation and assessment lack rigour.
- Collective worship (CW) is inclusive and invitational. Staff and pupils state that it makes them feel part of a community

### Areas for development

- To develop a more consistent approach to the monitoring, evaluation and assessment of RE across the school, so that leaders have a more accurate knowledge of standards of teaching and learning.
- To give pupils greater ownership of collective worship. Raise their aspirations by empowering them to plan, lead and evaluate.
- To embed the 'Rights Respecting School' philosophy within the context of the school's Christian vision and values, so that it is effective in the school's continued development of its Christian distinctiveness.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

Chidham is an inclusive school with a clear Christian vision based on values underpinned by the commandment, 'Love each other as I have loved you.' John 15:12. The recently appointed headteacher ensures that the Christian vision and values are lived out, evident by their prominence around the school and their development through collective worship and RE. The values clearly influence good behaviour and strong relationships at all levels. Parents appreciate the impact of the school's nurturing culture on their children, commenting that, 'the school values are good and they support them in life'.

Rapid school expansion has resulted in a new staff team. Staff appreciated the school's induction, including the headteacher inviting them to join the school community prayer group before the start of the new school year. Governors have effective monitoring systems, which involve the school community, for evaluating its effectiveness as a Church school. The outcomes of these evaluations feed into school improvement to ensure it is driven by the vision and values.

The school faced significant challenges over the past year. During this period it was governors who provided the consistent and compassionate face of leadership. Parents noted how the school worked hard to keep the majority of pupils unaffected by these significant changes. Published data on attainment outcomes for last year's Year 6 cohort were below national averages. The new headteacher has established a more cohesive and consistent approach to learning, with targeted interventions, so that pupils are now flourishing. Internal data indicates that the school is on track to be in-line with current national attainment. Attendance data shows significant improvement with persistent absentees being well supported. Provision by the school to meet the diverse needs of individual pupils demonstrates strong leadership based upon current practice in Church school education.

Staff are passionate about providing for pupils' wellbeing. Provision for those who are vulnerable or who have additional learning or emotional needs is very good. Mental health and wellbeing for everyone is a high priority; policies and practices are strong with pupils benefitting from early recognition and intervention. Staff talk about 'a culture of care' at the school which they attribute to the school's distinctive Christian ethos. 'Everyone equal in the eyes of God' is a recurring theme and informs the school's positive approach to equality and valuing difference. Each person in the school is treated with dignity and respect. There is a strong sense of belonging to a welcoming Christian community. One pupil commenting on the impact of collective worship said, 'It makes me feel like I am part of a community, especially when we pray together.'

The curriculum is influenced by the school's vision and values. It is enriched by a variety of extracurricular clubs and visits which widen pupils' horizons, enhance life experiences and promote spiritual growth. The school has recently introduced the 'Rights Respecting School' philosophy, based on the United Nations Convention on the Rights of the Child. It is too early to evaluate its impact on the ethos of the school. It has not been embedded within the context of its Christian vision and values. Pupils are developing a sense of justice and an understanding of deprivation. This is reflected in the support the school community gives to others through fund raising. Pupils are encouraged to identify causes they are concerned about and to lead associated fund raising.

The school uses an enquiry approach and a range of resources, such as Understanding Christianity, to ensure pupils enjoy rich learning experiences in RE and develop their knowledge of Christianity and other major world faiths. Scriptural study, balancing of evidence and opinion, and the capacity to disagree respectfully were all in evidence. Year 5 pupils demonstrated a range of skills in debating the question 'Do we need another Messiah now?' RE strengthens the school's core vision and values and reflects the Church of England statement of entitlement for RE. The RE leader ensures that the subject maintains a high profile and stimulates pupils' interest and enjoyment, as well as providing effective support for staff. However, the school does not have thorough systems in place to monitor the subject and assessment is not rigorous enough in providing measurable data.

Significant improvements have raised the profile and impact of collective worship. Planning for worship is more detailed, with clear progression, enabling pupils to deepen their understanding of the school's vision and values. It is rooted in biblical teaching, the life of Jesus, and Christian festivals and seasons. At the start of worship pupils share the Christian greeting, 'God is here, God is everywhere.' Pupils say how, 'Jesus is very important. We hear about Him so we can grow closer to Him' and parents speak about the impact of worship on their children who are discussing at home how God is everywhere.

A strong partnership with the local church provides good opportunities for the school to engage with the wider community.

There is a flourishing Jesus And Me (JAM) club. A few children from JAM have gone on to take part in the Walsingham pilgrimage. Members of JAM regularly lead worship, which not only inspires their peers to participate, but also gives them a sense of ownership and raises aspirations. One older pupil reflected, 'before I came to this school I did not know what a Christian was. Now I do. I like it because it makes you special and you can talk to God.' However, other pupils do not have the opportunity to plan, lead and evaluate collective worship. The school community is enriched by taking worship to the local church. Parents appreciate these times, especially Easter and Christmas. Prayer plays an important part in the life of the school and encourages spiritual development. At an age appropriate level, pupils can talk about God as Father, Son and Holy Spirit and understand the value and importance of prayer. Classrooms have reflection areas which make a good contribution to pupils' understanding and spiritual development, as evidenced by their spiritual learning journals.

Headteacher of school	Kim Thornton
Inspector's name and number	Jacqueline Cobb 926