



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Broadwater Church of England Voluntary Aided Primary School	Rectory Gardens, Worthing, West Sussex, BN14 7TQ
Current SIAMS inspection grade	Outstanding
Diocese	Chichester
Previous SIAMS inspection grade:	Outstanding
Local authority	West Sussex
Date of inspection	21 September 2016
Date of last inspection	March-April 2011
School's unique reference number	126033
Headteacher	Jeremy Wong
Inspector's name and number	Pamela Draycott (161)

School context

Broadwater is a larger than average Church of England primary school which is consistently oversubscribed. The majority of pupils are white British. The percentage who speak English as an additional language and for whom the school receives extra funding due to social disadvantage, whilst below average, is increasing. Since the previous denominational inspection, local changes to the age of transfer means that pupils now leave at the end of Year 6 rather than Year 7. The school has very close links with its large, evangelical parish as well as with other Christian churches locally.

The distinctiveness and effectiveness of Broadwater primary school as a Church of England school are outstanding

- Leadership at all levels works effectively and collaboratively, ensuring that the school's Christian mission is embedded across its life and work. This impacts positively on pupils' high academic attainment and progress as well as on their personal development and well-being.
- There is a calm, purposeful learning environment where pupils are valued as individuals and as part of the school family. Pupils' behaviour both in classrooms and around the school is exemplary, based on values explored within a Christian context such as respect, responsibility and love.
- Longstanding and mutual enriching links with the parish church and its worship centres, along with other local churches, enhances the religious and spiritual development of the school community.

Areas to improve

- Ensure necessary changes to the RE curriculum are updated and refreshed in a timely manner in the light of local and national developments.
- Provide more planned opportunities within worship for pupils to develop a deeper appreciation of the Christian belief of God

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

The school's Christian ethos permeates its work as summarised in its effective mission statement, 'Love to Learn'. This was refreshed as part of the school's rebranding when the age of transfer changed when the school took the opportunity to reassess its Christian mission and focus. The school's broad values such as respect and encouragement are very well explored in Christian terms and linked closely to biblical teaching. Pupils are treated as individuals and their varying strengths and needs are well-known. Consequently, they feel valued which means that attendance is consistently well above the national average, behaviour is exemplary and relationships across the school are very strong and supportive. Bullying is very rare and clear procedures are in place to deal with it effectively should it occur. The school strives successfully to encourage pupils to be and to become 'confident, successful learners with the motivation, skills and sense of responsibility to make a positive contribution to God's world'. This means that recognising the beauty and diversity of the world and caring for others both locally and further afield is an important feature of school life. It also is a contributing factor to pupils' sense of spirituality. There is, for example, an eco-council. When asked about why Christians should be concerned with the environment one pupil's response was, 'because it's God's world and resources and we should look after it properly'. High aspirations and strong pastoral care leads to high academic attainment for all. This is clearly seen as a positive outworking of the school's Christian love for its pupils. Consequently, pupils overall make at least good and often very good progress from their various starting points. Attainment is consistently above the national and local authority averages. High quality displays celebrating and supporting learning contributing to a purposeful learning environment. Personal development and well-being is actively promoted. This means that the school provides a very wide range of opportunities for spiritual, moral, social and cultural (SMSC) development to which pupils respond enthusiastically. Very good SMSC development contributes deeply to the positive behaviour and care for each other and the wider world which is evident around school. This includes, for example, raising money for local charities and supporting a Christian school in Mombasa, Kenya. Charitable giving is clearly seen as an expression of Christian care and compassion. Worship and RE make effective and positive contributions to the overall Christian ethos. RE helps pupils to appreciate diversity and difference. As a younger pupil said, 'In RE you learn about God and how He loves everyone'. Pupils enjoy RE and find it challenging, 'RE makes you think and helps you listen to others and take their views into consideration' as one older pupil said.

The impact of collective worship on the school community is outstanding

The daily worship programme is very well planned and delivered which are clear indications of the importance and value placed on it within school. Pupils and adults are deeply engaged and often inspired during worship, seeing it as being important to 'the rhythm of life in the school'. Through worship, particularly in the regular use of stories from both the Old and New Testaments, pupils have a detailed understanding of the importance of Jesus and of the Bible for Christians. They have an age appropriate understanding of the Christian idea of God as Father, Son and Holy Spirit although explicit planning for developing this understanding through worship is under-developed. Pupils have a very good grasp of the Christian year through the celebration of key festivals such as Advent, Christmas, Lent, Easter and Pentecost. Worship is enhanced by visitors from local Christian communities taking part and leading it. Worship reflects aspects of Anglican practice which are part of its 'evangelical parish church tradition. Singing a range of worship songs and a clear focus on the Bible as the 'word of God' for Christians reflect this tradition very well. There are productive links made between worship, RE and the creative curriculum which help pupils to understand the relevance of worship within the school's daily life. Pupils have regular opportunities for prayer during worship times and at other points in the school day. They know the Lord's Prayer and many are able to discuss something of its significance. 'Jesus taught his disciples this prayer, it asks God to forgive us but we have to be forgiving to others too.' Pupils recognise that through prayer they have opportunity to 'talk to God who will always listen'. They know that there are different elements to prayer which include 'saying sorry for wrong things done, saying thank you for all that God has done and asking God to help people in need.' A

useful prayer and reflection area in each classroom as well as prayer points both inside and outside of school enhance provision and are regularly used. Whilst being explicitly Christian, the programme is properly inclusive of those from other backgrounds. Thus it supports religious, spiritual and moral development opportunities well. Effective evaluation of the programme by adults and pupils enhances provision and leads to strong involvement.

The effectiveness of religious education is good

Religious education is recognised by staff, pupils and parents as being an important element of life as a church school. Its importance in contributing to pupils' personal and academic development is well celebrated. Attainment at least meets national expectations and many pupils make very good progress overall. RE is taught as a discrete subject and closely linked with other areas of the curriculum, particularly topic work. There is a good balance between content which focuses on Christianity and that which focuses on other world faiths. Pupils experience a good range of written and reflective opportunities, including poetry and art-work. This helps them consider and express their learning and think about the significance of faith for themselves and others. Work is marked regularly and there is evidence of pupils responding to make improvements to their learning. The school has rightly recognised the need to make changes to the content of the RE curriculum and to teaching and learning approaches. This is due to general educational changes which have taken place recently, alongside specific RE local and national developments. The school has not responded to these changes as quickly as it should have but firm plans are now in place to work on this over the current academic year. The RE subject leader works effectively to maintain the high profile of RE across the school.

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

The headteacher and other senior leaders consistently and confidently articulate and celebrate a clear Christian vision for the school's continued Christian mission. Leaders, including governors, have a clear and detailed understanding of the school. This takes into account the views of staff and pupils. It feeds into detailed and accurate self-evaluation which strongly enhances pupils' academic and personal development through, for example, clearly targeted interventions and consistent behaviour management strategies. These are strongly based on the school's Christian foundation. Governors are deeply involved in the development of the distinctively Christian and inclusive nature of the school. They are supportive and often ask probing and relevant questions which aids continued development. Staff are extremely well supported for working in a church school context. There are detailed induction and continued professional development opportunities provided. Worship and RE are very well led and managed. High priority is given to SMSC which is clearly focused on across the curriculum and which effectively supports pupils' personal development and contributes to the positive and productive climate for learning across the school. Parents are regularly and well informed about their children's progress. Recent developments to the website have enhanced parents' access. Parents are clear that the school's Christian foundation impacts positively on both behaviour and attainment. They praise the approachability and commitment of staff in supporting their children. However, the school does not systematically seek the views of parents about the impact of the school's Christian ethos. For example, there are no relevant questions relating to the school's Christian ethos in the annual parents' questionnaire. Links with the church are very strong and mutually supportive. The parish ministry team are closely involved in school life taking part in worship and providing pastoral care appropriately. The well-attended, regular holiday Bible club which is organised by the church has a majority of pupils from the school taking part. Issues from the previous denominational inspection have been very well addressed. Since the previous denominational inspection, under the skilful and strategic leadership of the headteacher, the school has successfully managed the change in the age of transfer. The school meets the statutory requirements for RE and collective worship.

SIAMS report September 2016 Broadwater CE (VA) Primary School, Worthing, BN14 7TQ