



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Chailey St Peter's Church of England Voluntary Controlled Primary School

East Grinstead Road  
Chailey  
Lewes  
BN8 4DB

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: Chichester**

Local authority: East Sussex

Dates of inspection: 30 November 2015

Date of last inspection: 21 September 2009

School's unique reference number: 114495

Headteacher: Gillian Morrow

Inspector's name and number: Julie Burnett-Kirk 748

#### School context

Chailey St Peter's is a rural village school of 117 pupils, mainly white British, taught in five classes. Pupils come from the surrounding area of Chailey. The school serves a community with a range of socio-economic backgrounds. The number of children who have special educational needs is above the national average. There are 29 children currently eligible for pupil premium. Attendance is higher than the national average. The parish church is approximately a quarter of a mile away with no direct path from the school to the church. Most teachers have joined the school since the previous inspection.

#### The distinctiveness and effectiveness of Chailey St Peter's as a Church of England school are good

- Christian values make a significant contribution to the caring relationships in the school and to children's wellbeing and academic achievement.
- Children's knowledge and understanding of Bible stories makes an impact on their personal and spiritual development.
- A range of strategies to evaluate effectiveness as a church school are used to put in place actions that move the school forward.

#### Areas to improve

- Strengthen the skills and confidence of the new teaching team so that children are provided with a range of creative opportunities to develop spiritually.
- Use children's views to identify improvements to enhance the impact of worship on children's spiritual, moral, cultural and social development (SMSC).
- Develop the evaluation role of school governors to use existing monitoring strategies more effectively in a church school context so that they can identify the impact on

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

Explicit Christian values of hope, forgiveness and love, shape positive and accepting relationships in the whole school community. Children, parents, governors and staff all describe how these values are woven through different aspects of school life. The inside and outside environment reflect these values through displays, reflection and quiet areas, spiritual and moral questions for the week, hopes and dream boards and feeling boards. The school develops a caring approach through a range of strategies such as, older children helping reception children at lunch time, play leaders, 'anti-bullying agents' and 'guardian angels'. Teachers' planning and work in children's books show how the school's values are used in worship and in teaching religious education (RE) and other curriculum areas. This was observed in an RE lesson where hope was discussed as part of Advent and in worship where children shared their reflections about how they treated others especially showing love, hope and forgiveness. Parents know about values through Golden Tickets, which are awarded to children that have demonstrated these values during the week. The school's work as a UNICEF Rights Respecting School helps children have a good understanding that everyone is treated with respect, regardless of their beliefs or background. Religious education has a good influence on the Christian character of the school and children's spiritual development. Children speak positively about RE. For example 'I really like RE because it's fascinating. In RE we don't just focus on one religion, so if we meet someone who has a different religion we understand about their ways.' The new team of teachers is in the process of implementing a wider range of creative approaches to develop children's spiritual, moral, social and cultural development. The Christian character of the school helps create a culture of high expectations and support, which makes a valuable contribution to the attainment and progress of all learners.

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

Worship is carefully planned with themes that link to the school's specific Christian values, the church year and the Bible. After feedback from a monitoring visit by the foundation governor the school provided more opportunities for children to develop an understanding of stories in the Bible. Children can now explain how various Bible stories make an impact on their lives. Children spoke about how worship has changed what they do in their lives. For example, one child said 'hearing about Jesus made me a lot more sensible. I used to be cheeky and the Bible stories made me less selfish.' When referring to the story of the good Samaritan one of the children said 'he does what is right and it doesn't matter what you believe in, you can still be friends and help others'. Children are familiar with the concept of the Trinity. They explain how the vicar 'took a plug to explain about God, Jesus and the Holy Spirit. He showed us the three different coloured wires and that power runs through and they have power together.' Since the last inspection the worship co-ordinator has put in place a systematic approach to evaluating worship and has regularly collected the views and responses of children and staff. However the school isn't yet using this to make changes to worship. Children see prayer as an important part of being a church school and value times to pray, reflect and be silent. Each class writes prayers linked to school values and these are used weekly in worship. Reflection journals and classroom displays show children's thoughtful responses to the importance of prayer through weekly questions such as 'Why does prayer help people?' The school also uses international and national situations to deepen children's understanding of prayer. The recent national controversy about the Lord's Prayer advert in cinemas led to class discussions and resulted in the school displaying copies of the Lord's Prayer in all areas of the school.

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

The headteacher's strong vision is shared by the whole school community. This vision is informed by Christian values of 'love (unconditional care and respect), hope (having high but not unreasonable expectations) and forgiveness (having a 'fresh start' each day). The vision and Christian values are central to the Christian character of the school. The leadership including governors have a 'shared sense of maximising potential' and this has an impact on standards of achievement and the wellbeing of the school community. Monitoring and evaluation are used effectively by the leadership to identify priorities for development as a church school. Good progress is being made in improving the key priority in the current school development plan 'to improve the understanding and knowledge of Christian practices and beliefs and how these beliefs have impacted on their school community.' Governors are beginning to have a more active involvement in monitoring the school's effectiveness as a church school. The school has effectively addressed an issue from the previous inspection by making effective changes to the RE curriculum and worship to ensure that they contribute to the children's growing understanding of Anglican traditions. There is a good relationship with the church which is used to celebrate special festivals in the church year. The vicar supports the school through regular visits to lead worship. One of the clear strengths of the school is how the headteacher 'grows staff'. She works with other senior staff to develop their leadership and provides staff with professional development that is giving them greater confidence to lead and teach RE. Parents and carers appreciate the values and ethos of the school. They describe how children talk about school values and prayer and what they are doing in RE. The arrangements for RE and worship meet statutory requirements.

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