

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

### Clapham and Patching Church of England Voluntary Controlled Primary School

The Street, Clapham, Worthing. BN13 3UU

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Chichester</b>
Previous SIAMS inspection grade	Satisfactory
Local authority	West Sussex
Date/s of inspection	6 December 2016
Date of last inspection	4 February 2011
Type of school and unique reference number	Voluntary Controlled 125977
Headteacher	Jane Jones
Inspector's name and number	Kelly Dillon (886)

#### School context

Clapham and Patching Church of England Primary School is a very small, rural village school in West Sussex. There are 64 pupils on roll, aged between 4 and 11 years old, working in three mixed aged classes. Pupils are mostly from a White British heritage. Over the last five years the school has grown in popularity, with many children travelling to the school from outside the catchment area. Cohorts are typically very small with a higher than average number of pupils with special educational needs and 10% of children receiving pupil premium.

#### The distinctiveness and effectiveness of Clapham and Patching as a Church of England school are good

- The highly inclusive nature of the school, based on implicit values, creates a 'safe haven' where children's achievements are celebrated and developed.
- Good practice in religious education (RE) and collective worship develops the school as a church school. It makes a positive contribution to learners' spiritual, moral, social and cultural development which pupils share with confidence.
- Leaders and managers have ensured that the school's vision creates an inclusive community where all are valued; although this vision and values are not clearly rooted in Christian teachings.

#### Areas to improve

- Ensure that all stakeholders are able to articulate the Christian distinctiveness of the school through an explicit Christian vision that underpins all areas of school life. So that the Christian character and distinctiveness of the school is shared and celebrated by the whole community.
- Embed the self-evaluation process of the school, as a church school, making it more robust and systematic so that it leads to whole school improvements.

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

As a small school Clapham and Patching focuses on developing each individual. All God's children are known and valued. Talents are uncovered, built upon and celebrated, developing a high sense of self-assurance in all. In lessons pupils are engaged, focused and especially confident in sharing their learning. Stakeholders are positively encouraged and driven by the biblical reference, 'You will know them by what they do.' This biblical quote drives the school's

approach to relationships and encourages all to treat each other with care and compassion. It also contributes to the children's high standards of behaviour. Central to this caring and nurturing school is the academic achievement and personal development of all learners. In fact, the high level of pastoral support offered by the school to both children and adults, including whole families, was consistently highlighted by a range of stakeholders. As one parent stated, 'pupils are shown a practical application of Christianity.' Pupils are polite, respectful and calm. Teamwork is especially strong and this 'togetherness' as God's family ensures that the learning needs of all are met. The school prides itself on the fact that, 'no child is invisible.' It is especially flexible in catering for all learners, ensuring that they make good progress. The use of adults and the limited physical environment is especially inventive, with the Christian family feel driving the school to provide the best learning environment for all its pupils. Summarised succinctly by a governor, 'here children succeed that may have been failed elsewhere.' Some values are recognised throughout the school, but their root in Christianity tends to be implicit rather than explicit. For example, the core value of respect is seen as of utmost importance by stakeholders in ensuring that such a positive learning experience is enjoyed by all. Most members of the school recognise the school's values but find it difficult to link these to biblical teachings and how they positively influence their own lives. The character of the school supports the spiritual, moral, social and cultural (SMSC) development of all learners by providing them with a wide range of opportunities across the curriculum. The spiritual development of pupils is especially good with moments of reflection and prayer established throughout the school. Children express their understanding of the world in a variety of ways; art, music and drama. Religious education (RE) makes a positive contribution to the Christian character of the school. Across the curriculum RE is brought into other subjects. For example, year six exploring the question, 'Has Christmas lost its true meaning?' allows all pupils, those with belief and those with none, to share in the discussion. Standards in RE are particularly good. Children show a sound understanding of Christianity. When exploring the words of the carol 'Away in a Manger', a Key Stage one child stated, 'Jesus does not cry as He is the Son of God.' Pupils are also confident in sharing their understanding of diversity by talking about the range of world faiths studied throughout the school. Learners have some understanding of Christianity as a multi-cultural world faith. They are able to make links between their own learning and how they can relate this to their own lives and to the understanding of others.

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

Collective worship is of a high standard and its pivotal place within the school is recognised by all members of the school community. One child stated that worship was 'a time to reflect and to remember,' and a governor described it as 'a moment of quiet, to consider your relationship with God.' Collective worship is fun and engaging with high levels of pupil interaction. It is often inspiring and its strong message to follow Jesus' teaching in the Bible impacts upon relationships throughout the whole school community. Motivational worship contributes to the caring Christian ethos of the school and excellent standards in behaviour. Pupils are especially confident in sharing their biblical knowledge and can readily apply moral messages taken from worship to their own lives. Regular prayer is established at Clapham and Patching School. Although prayer is a regular part of the life of the school, children have yet to appreciate its value as part of a personal spiritual journey. The Christian life of the school is especially celebrated through song. All pupils sing hymns with passion, whole heartedly contributing towards an uplifting experience. One child identified the spiritual element of singing as a whole school stating that it reinforced their 'togetherness and friendship.' The school recognises that more time in collective worship needs to be dedicated in securing all pupils' understanding of the Holy Trinity in age appropriate ways as part of their regular worshipping life. Collective worship is planned to give pupils a range of experiences, contributing strongly to the spiritual, moral, social and cultural development of all. Pupils report that they enjoy worship and some informal feedback is gathered from members of the school community. However, current systems for the monitoring and evaluation of collective worship are not robust. Worship celebrates the Christian year with services at the two local churches, a highlight for many within the local community. Services at the church provide children with opportunities for planning and leading worship. However, the potential for wider opportunities throughout daily acts of worship have not yet been fully realised.

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

Leadership and management is satisfactory because the school has not moved forward sufficiently since its last inspection, for example by addressing the areas for development from the previous report, and in its self-evaluation which has not used current inspection criteria. The school's vision underpins the inclusive nature of the school, supported by a set of implicit values, which creates a community where all are valued. However, the extent to which the school community consistently articulates an explicit Christian root to its vision and values is less clear. The dedication to all children at Clapham and Patching is the primary way in which the vision of the school is put into practice. As one school leader stated 'no one is turned away – we are continuing the ministry of Jesus.' Difference is 'de-mystified', installing in all pupils a sense of tolerance and of respect. Honouring each individual and

helping them to be the best that they can be is the main priority of all leaders, including governors. The investment made by school leaders into developing school staff and realising their full potential is exemplary. Like the pupils, staff are nurtured and supported to be the best that they can be. School leaders have built a community where all feel valued, respected and safe. Although the three members of teaching staff are not ready to move onto school leadership in a church school, plans to develop a dynamic senior leadership team from within the wider school staff illustrates Clapham and Patching as inventive in meeting the needs of its community.

Partnerships within the local community are strong. The school is central to village life and positively continues its Christian mission within the local area. Pupils have a sense of responsibility within the community and regularly entertain residents of a local care home. Links with both Clapham and Patching churches are effective with clergy involved in many different aspects of school life.

Statutory requirements for collective worship and religious education provision are met.

SIAMS report November 2016 Clapham and Patching CE Primary School, West Sussex. BN13 3UU