



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

### Compton and Up Marden Church of England Primary School

School Lane  
Compton  
Chichester  
West Sussex  
PO18 9EZ

**Previous SIAMS grade: Outstanding**

**Current SIAMS grade: Outstanding**

**Diocese: Chichester**

Local authority: West Sussex

Dates of inspection: 24 March 2015

Date of last inspection: September 2008

School's unique reference number: 125979

Headteacher: Claire Inskip

Inspector's name and number: Rosemary Appleby 749

#### School context

Compton and Up Marden is a smaller than average primary school with 91 pupils on roll. Levels of deprivation are low and the number of pupils eligible for free school meals is below the national average. The number of pupils with special educational needs and/or disabilities is above the national average. There is little ethnic diversity. Pupils worship weekly at St Mary's Church Compton which is in the Octagon Parish. The headteacher has been in post since summer term 2014. The Ofsted inspection of 2013 judged the school as good with an outstanding judgement in behaviour and safety of pupils.

#### The distinctiveness and effectiveness of Compton and Up Marden as a Church of England school are outstanding

- There is mutual respect and purposeful partnership between the school and the church where the weekly worship at St Mary's Church significantly strengthens pupil's knowledge and understanding of the Anglican tradition.
- Christian values have a significant influence on pupils' daily lives resulting in exemplary behaviour, positive attitudes to learning and high levels of attainment.
- The enthusiastic and purposeful leadership of the headteacher inspires all stakeholders to live out and promote Christian distinctiveness.

#### Areas to improve

- For all groups in the school community to increase their strategic involvement in monitoring and evaluating the Christian distinctiveness of the school so that they can effectively contribute to the continual improvement of Compton and Up Marden.

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

There is a shared and valued Christian ethos that underpins all areas of school life. This is based on Christian values, where learners feel valued and safe. These values are understood and celebrated daily in acts of collective worship and are expressed through inclusive and positive caring relationships, resulting in the excellent behaviour seen around the school. Parents value the 'tranquil and caring Christian environment' and believe that the school's Christian values provide guidelines and structure for excellent behaviour and respect for others. Parents can see these values in action at home, in school and in church. Parents praise the school for its exceptional inclusivity where 'teachers care, so pupils care'. There are mutually supportive links with the Octagon Parish and Year 5 and Year 6 make 'a pilgrimage' to Up Marden church. Displays throughout the school, such as a flower of pupils hands representing 'We are each unique and beautiful but together we are a masterpiece (Corinthians chapter 12)' portray an explicit Christian ethos which has a significant impact on the spiritual, moral social and cultural development of all learners. The addition of bible references to displays, throughout the school, strengthens pupil's knowledge and understanding of the bible. The purposeful learning environment motivates pupils to learn and contributes significantly to pupil's achievement. Current data indicates that attainment is above national average. Attendance is above average and the pupil numbers on roll are increasing because parents want their children to attend this school. There are interactive spiritual areas in each class promoting deep thinking and reflection. These include: The Trinity, 'We are all the sheep of God's pasture', 'Church is a special place' and 'What is a mosque?' These individual areas are highly effective in collectively embedding Christian distinctiveness. The Religious Education (RE) leader is knowledgeable and experienced in supporting staff to deliver high quality RE provision across the school. This impact could be seen in RE lessons observed where pupils knowledge of the Eucharist, religious meals, Christianity in America, respect for Christian artefacts and how people might feel in church illustrated that learners were inspired by RE and developed secure understanding. The pupil's young ethos group and the governor's pupil support committee effectively evaluate and review the school's Christian distinctiveness thus ensuring that the school continues to improve and is not complacent. Links with The Golden Moon Club in Brazil ensures that pupils develop secure cultural links and develop their respect for diversity in the world. This has been strengthened through visitors from Nepal and Bangladesh sharing photographs and resources from these countries.

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

Excellent progress has been made towards addressing the developmental focus from the previous inspection related to the monitoring and evaluation of worship. Since the last inspection the school has developed a formalised written procedure for pupil monitoring and evaluation of worship. The pupil Young Ethos group has been established and they monitor and evaluate the provision of worship. They collect evidence from stakeholders who attend special acts of worship such as Christmas. One pupil commented that at a church Christingle service 'it felt peaceful when all of the candles were lit' and a parent praised 'children having confidence to convey Christmas messages' through leading part of the service. There are class evaluations of worship and the collective worship leader provides a termly report to governors on the impact of collective worship. These formalised procedures for monitoring and evaluation of worship provide insight into the influence of worship on the daily life of the school and enable improvements to be planned and implemented by staff, governors and pupils. During collective worship Christian values and Anglican traditions are reinforced and pupils value this time because they can 'communicate with God and pray'. Pupils are engaged and respectful in worship through singing, praying and silent reflection. Pupils enjoy stimulating visual images that enhance their appreciation of how the wonder of the natural world that God created can be linked to their lives. The explicit links between Christian values and the church year enable pupils to have a secure understanding of Christian traditions. A purple cloth covers the altar stand in worship

and is part of a display in the reception area of the school. Pupils understand and talk with clarity about the links between these cloths and those in church during lent. They know that these cloths follow the colours of the church year. The person of Jesus Christ is evident in collective worship. Prayer has a high profile both in the school and in St Mary's church. There is a prayer net in the church and a prayer tree in the school corridor which are both used interactively by the pupils to share the prayers which they have written. One pupil prayed to God to 'please help my nan have a full recovery from her stroke. Amen'. Pupils know that 'you can worship wherever you like and sing and pray and listen to God'. They talk about listening to God as part of prayer showing a high level of reflection. Through the worship programme and RE lessons the idea of God the Father, Son and Holy Spirit is addressed and many pupils can recognise and talk about 'The Trinity' with a growing understanding. Aspects of Anglican worship such as the use of a candle, reciting the Lord's Prayer and a blessing at the end of worship are well established. A liturgical wheel outside the headteacher's room and in the hall reinforce Anglican worship and was referred to by the Young Ethos group. Pupils and families attend worship at the parish church for major Christian festivals such as Christmas, Easter and Harvest, which appropriately extends worship opportunities. These are well attended with 'standing room only'. Staff and clergy regularly lead collective worship and this increases consistency and shared expectations and offers learners a rich experience of worship. The pupil's enthusiasm and pride for the school worship candle stand which they designed was evident.

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

The headteacher, staff team and the governing body have a strong sense of Christian vision and direction for the whole school community. They have been proactive in addressing the key issue from the previous inspection. The headteacher, governors and clergy work closely together demonstrating a commitment to prepare for future leadership across Church schools. During interviews candidates are questioned about their commitment to the school's Christian distinctiveness to ensure that the school appoints staff committed to promoting a Christian ethos. The vicar has governor responsibility for RE. His role in RE lesson observations and in teaching the Eucharist is embedded in the life of the school making a significant contribution to pupil's spiritual, moral social and cultural development. Governors attend worship and school events throughout the year enabling them to know their school well. They make formal records of their visits to enable them to monitor, plan and evaluate Christian distinctiveness across the school. They believe that 'Christian values are good living values for us all'. Governors have contributed to the schools' self-evaluation process but acknowledge that they could increase their role in monitoring and evaluating the Christian dimension of the school. The school development plan includes action points linked to Christian distinctiveness which are effectively implemented to bring about improvement. Partnerships with the local community, parents and the Octagon parish enrich learners' experiences. Links with the local church community are strong and mutually enriching, and are effective in bringing a greater understanding of Anglican life and liturgy. Staff are well supported in their professional development by the RE and collective worship leader and through increased use of Diocesan training. The high standards of pastoral care and the focussed learning environment, based on Christian values, make a significant contribution to pupils' achievements. All pupils are challenged to achieve their best. Parents speak warmly of the school. They value the family ethos of the school where each parent joining the school is provided with a 'buddy' parent and this ensures an effective transition into the life of the school. There are four pupil voice groups: Eco-Warriors, Young Ethos, School Council and Young Friends. These pupil leadership groups represent the views of the learners and actively feed their ideas into the school's development plans and Christian ethos. The arrangements for collective worship meet statutory requirements.