

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Haven CE / Methodist Primary School

Atlantic Drive Sovereign Harbour South Eastbourne BN23 5SW

Current SIAMS inspection grade	Good
Diocese/ Methodist District	Chichester / Methodist District South East
Previous SIAMS inspection grade	Outstanding
Local authority	East Sussex
Date of inspection	07 November 2016
Date of last inspection	10-11 January 2011
Type of school and unique reference number	Primary 131381
Acting Headteacher	Sharon Trathen
Inspector's name and number	Rosemary Appleby 749

School context

The Haven CE/Methodist Primary School is larger than an average-sized primary school that has grown to two forms of entry. Since the previous inspection, there have been significant changes to the teaching team as the staff team has grown in line with the expansion. School leaders have managed a substantial building project to accommodate the 438 pupils currently on roll. The number of pupils eligible for free school meals is lower than the national average, as is the number of pupils with special educational needs and/or disabilities. Attendance is in line with the national average. The Acting headteacher has been in post since September 2016.

The distinctiveness and effectiveness of Haven as a Church of England / Methodist school are good

- The Christian ethos and values are deeply embedded, confidently articulated and lived out by the whole community.
- Prayer is valued by all stakeholders. Pupils have a well-developed understanding of the purpose of prayer and many opportunities to pray and write personal prayers.
- Collective Worship is inclusive, inspirational and engaging, offering learners a rich spiritual experience having a memorable impact on those who attend.

Areas to improve

- Further develop robust monitoring and assessment systems for Religious Education (RE) to improve progress and attainment and ensure that leaders gain a clear picture of attainment and progress across the school.
- Develop pupils' understanding of Christianity as a multi-cultural faith so that they develop a greater appreciation of the global nature of Christianity.
- Raise the understanding of the school's Methodist foundation through monitoring and evaluating the school's Methodist character to enable it to be in equal partnership with the Church of England foundation.

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

The impact of the Christian character of the school is outstanding because the school's Christian values of justice, courage, compassion, hope, respect and responsibility and motto of 'God in all we do' are consistently understood, clearly articulated and lived out by the school community. This is evident in the excellent inclusive and positive caring relationships across the school community and the exemplary behaviour seen around the school. Pupils speak with clarity about how previously the school had 'random' Christian values and 'some people thought that you didn't have to respect them' but that now pupils are confident that Christian values help them in their everyday lives. This has been achieved through the review of the school's Christian values over the past two years and has ensured that stakeholders have a shared understanding and ownership of these Christian values that underpin school life. Pupils know that the values are rooted in the Bible and say that that in the future these values will help them in times of adversity. The focus on Christian values, linked to Biblical references, is evident through creative displays across the school. Discussion in collective worship about the Christian value of justice, reinforced in Religious Education (RE) lessons, strengthens the powerful collective understanding across the school community. Parents are clear that pupils use social justice to bring about reconciliation and the school Christian values 'shape life'. Stunning displays around the school make a significant contribution to Social, Moral, Spiritual, and Cultural education (SMSC). Creative displays include information about; John Wesley, prayer spaces, justice and Christian values and effectively reinforce the Christian foundation. The school grounds are extensive with growing areas pond, greenhouse, and an environmental area. They provide opportunities for spiritual growth which have not yet been explicitly linked with the strong Christian symbolism that pupils experience inside. This ethos contributes significantly to pupil achievement which current data indicates is significantly above national average. Pupils understand that giving money for charity, such as buying poppies, links to Christian values of justice and courage. Pupils learn about religions such as Christianity, Islam, and Judaism and through this work pupils develop compassion, empathy and respect for other cultures although their understanding of the global nature of Christianity is not yet secure.

The impact of collective worship on the school community is outstanding

Collective worship is a special and distinct time in the school day when Christian values, linked to biblical references, are effectively reinforced. This ensures that the vision and values of the school remain central to the life of the school community. Pupils are actively engaged and respectful through participation in all elements of worship such as singing, reflection time, saying the liturgy, and praying. Leaders of worship reinforce that worship is a special time by telling participants that, for them, 'it is a blessing to lead worship'. Aspects of Anglican worship such as the structure of gather, engage, respond and send are well established. Pupils have a wide knowledge of biblical material and can relate this to their own lives with clarity. One pupil interviewed said that the lost sheep story from the Bible was a parable and that it 'helps you to understand that you are important to God'. The local Haven Church is in the process of appointing a new leader. However in the past clergy have regularly led worship in school and The Haven Church meets each Sunday in the school hall. A variety of leaders support worship including Spinnaker Trust, Youth Church and local Methodist clergy and this provides a rich experience of worship. Year 6 visits to Kings Church for carol services appropriately reinforce Christian traditions. Detailed planning and evaluation of worship involves a range of stakeholders. Governor monitoring of worship over the past two years has been reflective and provided points for action ensuring that worship evolves. However aspects of Methodist tradition have not been monitored and the school does not have knowledge of the impact of Methodist foundation on stakeholders. Pupils plan, lead and effectively evaluate worship. The person of Jesus Christ is evident in collective worship. Pupils place the Bible, candle and cross on the worship table to represent the Trinity and pupils talk confidently about God as Father, Son and Holy Spirit. Prayer has a high profile in the school. Pupils write their own thoughtful prayers for inclusion in a class prayer book and interactive prayer boxes around the school are actively used. Prayers are said before lunch and at the end of the day reinforcing the importance of prayer. Pupils know that prayer is 'a time of reflection and getting in touch with God'. Parents value their parent's prayer group and governors begin their meetings with prayer.

The effectiveness of the religious education is satisfactory

The school uses the Guildford Agreed Syllabus for Religious Education with adaptations to include the Methodist foundation. It is challenging to assess coverage, progress and attainment in RE as the quantity of recording is limited. The school has recently introduced RE through literacy weeks to increase the profile of RE but the impact of this has not yet been assessed. The Christian group Spinnaker Trust have supported the teaching of RE working closely delivering the subject in class and this is effectively increasing the confidence of staff. RE lessons successfully

reinforce Christian values. Younger pupils learn about unfairness and how to share, while older pupils explore social justice. Pupils are secure in their knowledge of justice and they know that a parable is 'a story Jesus told to get his point across'. Value boards in each class reinforce the school's Christian values and have biblical references. This alongside a prayer area in each class adds to consistency in the use and understanding of the Christian values and prayer. Pupils learn facts about John Wesley but their understanding of the term Methodist and its traditions is not yet secure. Pupils self-evaluate their RE work and make comments on their understanding of each topic. Pupils could talk about Easter as an important Christian festival because Jesus died on a cross and rose again. In recent interviews with pupils it was evidenced that pupils enjoy RE, like to be creative and would like to go on more visits to places of worship. The RE leader is enthusiastic and has attended Diocese training on assessment. She has led staff training to develop assessment systems across the school but the impact and consistency of this assessment has not yet been monitored. Staff assess pupils learning termly in RE and this has increased their knowledge of whether pupils are above, below or exceeding expectations against topics covered. The monitoring and evaluation of RE is not yet firmly embedded and the inconsistency of the quantity of work in RE books and lack of work scrutiny means that the leadership team do not know the overall RE standards across the school and cannot compare with national expectations or report effectively to governors.

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

The acting headteacher, staff team and governing body clearly articulate a strong understanding of how their Christian vision gives direction for the whole school community. Parents speak warmly of the school and are proud that it is 'foremost a Christian school' where their children are happy. Governors' questionnaires to parents show that over 90%, of parents who responded, consistently agree that the Christian ethos of the school is an important feature. They value 'the excellent focus on God/faith' and 'the Christian ethos that shows through the children's work'. Newsletters ensure that the school community is aware of which Christian value is being explored and certificates are given to pupils who demonstrate the focus Christian value. These pupils' names are both in the newsletter and displayed in the hall illustrating the value that the school places on their individual achievements. Staff praise each other when they see a colleague living out the school's Christian values. The current school development plan includes action points linked to Christian distinctiveness and how they will be monitored. The recent informal scrutiny and observation of teaching of RE were not recorded and have yet to impact on practice. Governors are committed to the Christian ethos of the school and support the school effectively. They make visits to monitor and evaluate worship and attend school events throughout the year enabling them to know their school well. The ethos working party has started to effectively formalise evaluation of the school's Christian distinctiveness by challenging the school with appropriate questions. Minutes, over the past year, identify the need for pupils to understand Christianity as a global religion and increase their understanding of Methodist foundation. One of the key issues for development from the previous inspection has been addressed and pupils now effectively lead elements of collective worship. The second key issue for development has only been partially achieved. Teachers do assess pupils in RE but there is not secure evidence that this meets the individual needs of the pupils in future planning. During staff interviews candidates are questioned about their commitment to the school's Christian distinctiveness to ensure that the school appoints staff committed to promoting the Christian ethos. The lack of a substantive leader at The Haven church has affected links with the local church community. There has been insufficient use of Diocese training for staff and governors to support them in their evaluation of all aspects of Christian distinctiveness. Therefore the impact of RE and the Methodist foundation are not securely evidenced. The arrangements for RE and collective worship meet statutory requirements.

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