

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

### Fittleworth CE Primary School

School Lane, Fittleworth, Pulborough, West Sussex,  
RH20 1JB

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese / Methodist District</b> [delete as appropriate]	<b>Chichester</b>
Previous SIAMS inspection grade	Satisfactory
Local authority / Date of academy conversion [delete as appropriate]	West Sussex
Name of multi-academy trust / federation [delete as appropriate]	
Date/s of inspection	18 October 2016
Date of last inspection	5 October 2010
Type of school and unique reference number	125984
Headteacher / Executive Principal / Head of School [delete as appropriate]	Graham Bloomfield
Inspector's name and number	Susan Thompson 714

#### School context

Fittleworth Primary is a smaller-than-average primary school. The school was judged to be 'good' in December 2014 by OFSTED. The proportion of students eligible for pupil premium funding is below national average. The proportion of pupils with additional needs is below average. Approximately 50% of the pupils live outside the village. A number of pupils join the school during the year, this accounts of 19% of the school population, 74% of these pupils are on the SEN register. For nearly three years the school was without a vicar due to a long period of absence followed by an interregnum. A new incumbent took up position in January 2016.

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

- The indoor displays are key to demonstrating the distinctive Christian values and supporting the spiritual development of the pupils.
- Christian values have been agreed collaboratively and impact on life of the school.
- The pastoral support for all members of the community is strong; this is based on Christian values.
- Collective worship is seen positively by all members of the school community and impacts on their daily lives.
- The determination of the school to develop as a church school is evident.
- The strategic leadership of the governors has supported the school in prioritising church school developments and strengthening relationships with the church.

#### Areas to improve

- Develop stakeholders' confidence in identifying the biblical teachings that underpin the school values, to ensure that both are reflected within school policies and across the curriculum.
- Improve the frequency of monitoring and evaluation of collective worship across a range of stakeholders.
- Place more emphasis on a systematic approach to teaching religious education (RE) to extend the children's understanding of Christian values.

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

The school vision is 'Learning to love, loving to learn'. This is supported by the Christian values of love, forgiveness, empathy, service and respect. These were determined by a recent consultation with the school community. Staff say that forgiveness is experienced and love is now shown in the school, which is one big family. One member of the community said 'we are encouraged to follow Christ's teachings'. These values are represented in high quality displays throughout the school. A clear impact of values on behaviour, is the exemplary behaviour of pupils, as seen during the inspection. Pupils and parents remark on the care and family feel of the school and relate this to the Christian values of the school community. Parents can talk about the importance of each value and the part each plays in the life of the school. Most community members are not able to root these values in specific biblical teaching and work to embed values into policies is embryonic. There is a focus on thinking of others seen as rooted in the Christian values. Parents say 'the school is open and friendly, issues are dealt with straight away'. They value the 'Kindness Cup' that children can achieve weekly. Pupils new to the school community talk warmly about their experience and how they have been supported on starting at the school. Older pupils support younger pupils in collective worship or if a child is upset on the playground. Children's moral and social development are areas of strength: they are aware of the need to care for each other and help others around the world who are in need. They think they should love and forgive each other and their teachers help them to do this. The moral education of the pupils is well developed. Each year the children choose charities to support. This year a collection of baby items for refugees is being made to support the Samara's Aid Appeal. Pupils understand they do this because they are serving others and showing love as Jesus did. Pupils also value the opportunities to use the high quality reflection areas in the classrooms or the prayer bench outside. The importance of RE in the curriculum has increased in recent years it is now treated as a core subject. Children have dedicated RE exercise books and enjoy their learning. Sometimes RE is not sufficiently challenging to reach the highest levels of attainment. RE subject leaders are committed to embrace challenges and undertake training to improve the subject. Pupils are aware of other world faiths and can talk about these different faiths, although there is some confusion about this. They have focused learning visits including to the parish church and to a local Buddhist monastery. Attainment is broadly in line with national expectations in all key stages, 100% passed the phonics screen. Pupil attendance is good and pupils are supported well when starting the school: those met during the inspection say they felt welcome and settled in quickly. One member of the school community said, 'each child is cultivated and nurtured as a precious flower, their strengths and skills prized.'

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

Collective Worship takes place daily and is led by different people each day. This range represents different denominations both within and outside of school; it includes a local assembly team and the Baptist minister. This range of leaders, coupled with collective worship in the church, offers pupils a range of experiences. Planning is based on the Christian values of the school and reflects the Anglican church year. This planning is shared prior to the start of term so ideas for reflection areas can be shared. Pupil, staff, parent and governor evaluations of collective worship were introduced in March 2015. Formal evidence of this is sparse and should take place more frequently to lead to greater impact. In response to evaluation the 'WOW' (Working on Worship) team was introduced so children could take a more active lead in collective worship. Their responsibilities include interviewing participants after collective worship to gather immediate feedback. Pupils are also involved in responding to questions, participating in drama and reading prayers. In the collective worship observed there were several types of prayer including silent prayer, prayers linked to sweets and prayers written by the children. The vicar has introduced a very popular challenge to learn the Lord's Prayer by heart. This has pro-actively engaged the school community in learning the prayer, the badges awarded are a source of pride. Parents are very positive about the Christian values in the school and the impact that collective worship has on their children. 'We often have the school prayer at home and it all really helps to encourage and support their growing faith'. Pupils say that 'singing about God makes me feel happy and close to God'. Pupils can talk about examples of collective worship where biblical teachings have been explored for instance; Lazarus was forgiven by Jesus and served Jesus in his home. Many pupils could outline a simplistic understanding about the Trinity. Pupils

say that collective worship makes a difference to them because 'it helps you to forgive others', 'it makes you feel closer to God' and 'we do it all together'. Staff are often moved by collective worship.

The vast majority of classrooms have a reflection area which is valued as a place pupils can go and be quiet, say prayers to God and 'think about everything my friends do for me'. They enjoy responding to reflection areas in a variety of ways, such as tying wool to the fence in a cross shape to represent a prayer. The importance of these areas is shown through pupil voice, 'say thank you, please or sorry to God' and 'I think about everything my friends do for me'. The older pupils have a growing understanding of Christianity as a world-wide faith and different denominations.

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

The Governors were very involved with the school community in the development of the new school values early in 2015. The agreed Christian values were introduced to the children and staff by the Headteacher through a series of collective worship times. Portfolio evidence of the school's journey shows the pride of staff in these developments, including the care taken with the termly value display in the entrance. This provides a clear focus and a reminder of the values at the heart of the school. The children are keen to talk about these displays and their involvement in making them. Pupils can identify how the six values make a difference to their lives, although cannot say which specific biblical teachings the values are rooted in. These values have limited impact across the curriculum. Christian distinctiveness, collective worship and RE are actively led by the ex-officio and foundation governors. Their monitoring work includes learning walks, data and work scrutiny, ensuring school policies, such as marking, are implemented in RE. The whole school development plan prioritises church school developments. Governors receive reports from the Headteacher outlining the progress that has been made. The collective worship and RE leaders are developing in their roles and have received support from the Diocese. This has resulted in the development of an enquiry based, long term RE plan and the introduction of assessment systems in support of the vision of 'loving to learn'. Training has been received in leading collective worship which has resulted in greater opportunities for spiritual and moral development, for instance through the use of questioning in collective worship. These staff work well together to ensure others are supported in making improvements and report that staff attitudes to teaching RE have improved. Staff and governors training is prioritised with time given to train staff in the inspection framework, as well as discuss the outcomes of monitoring. Governors and the school worked proactively to develop the links with the parish and school during the interregnum that ended in early 2016. The governors' understanding of what is expected of strategic leadership in a church school has grown significantly and together with the staff, they show determination to develop as a church school. The governors now have a toolkit subgroup to ensure that focus on church developments remains a priority. The incumbent takes a proactive role on the governing body as RE governor as well as providing pastoral care. The pastoral support by both the Headteacher and vicar for all members of the community was reported by staff and parents to be strong.

The school meets the requirements for collective worship and religious education.

SIAMS report October 2016 **Fittleworth CE Primary School**, Fittleworth, Pulborough, RH20 1JB