



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

West Wittering Parochial Church of England Primary School

Pound Road
West Wittering
West Sussex PO20 8AJ

Previous SIAS grade: Good

Current inspection grade: Outstanding

Diocese: Chichester

Local authority: West Sussex
Dates of inspection: 14 October 2015
Date of last inspection: 16 October 2009
School's unique reference number: 126000
Headteacher: Susan O'Boyle
Inspector's name and number: Ruth Cumming
Quality assurance: Allyson Taylor 768

School context

West Wittering Parochial CE Primary School is a smaller than average primary school in an area of outstanding natural beauty. The large majority of children are of white British heritage and the proportion speaking English as an additional language is well below the national average. The number of learners with additional needs/disadvantaged is below national. The headteacher has been in post since 2009, however the assistant head was newly appointed in September 2015. The school has achieved the full International Schools Award since the previous inspection. The school works closely with their neighbouring parish church, St Peter and St Paul.

The distinctiveness and effectiveness of West Wittering as a Church of England school are outstanding

- Outstanding role model of the headteacher, and other leaders, who consistently live out a vision rooted in Christian values
- Learners are enabled to flourish due to the exemplary commitment to develop each child as an individual loved by God
- Spiritual, moral, social and cultural education (SMSC) is particularly strong so that children consider the needs of others, in many cases before themselves, behaving as a Christian community in action

Areas to improve

- Further promote the clear Christian vision in key documents and the website to enable all readers to more readily evaluate the Christian character of the school

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

Deeply embedded Christian characteristics have a profound impact on the children's progress from their starting points. The core Christian value of *koinonia* (community) is the first priority on the school improvement plan and underpins the school's ethos. It is evident throughout the school both in exciting learning opportunities and in caring relationships, which motivate children to achieve and support one another. Everyone appreciates how their community relies on one another as all are loved by God. There is a strong, and growing, sense of community between the school, community and parish, led by the parish priest and headteacher. The school's commitment to supporting well-being impacts on staff as well as children. Every member of the community is motivated and committed to creating positive relationships and taking responsibility, so that everyone can play their part to help every child feel safe and achieve their best. Staff are rightly proud of how well they know each child as an individual. This enables a good match of intervention and support strategies for pupils with additional needs. A range of strategies promote good pupil attendance and there is a determination to provide a safe environment and address any issues immediately they arise. Staff are extremely positive role models and the quality of relationships leads to exemplary behaviour and positive attitudes to learning. Diversity and equality are embraced and the school invites a range of visitors to enrich the curriculum. Parents praise the Christian value of trust. Trust is evident as children embrace challenging activities, collaborating to solve scientific puzzles and creatively record their thinking. SMSC education is extremely well embedded across the curriculum and staff create excellent opportunities to deepen learning and develop spirituality. A delightful 'Watch us Blossom' display, in a classroom, closely links spiritual values, expressed as fruit of the Holy Spirit, with the school's ambition for each unique child. A collection of children's own prayers supports the display. Learners' enthusiasm for Religious Education (RE) is evident in lessons and in the quality of their learning outcomes. One class, learning from the Jewish festival of Shabbat, reflected on how they rest at weekends. Respect for Jewish practice and the views of others in the class was evident. Children's understanding of Christianity as a multi-cultural world faith is enhanced by RE teaching. Since the previous SIAS inspection the school has worked together to review its aims and values which has resulted in Christian beliefs being deeply embedded. There are plans to update the school's website to reflect the school's very positive Christian ethos.

The impact of collective worship on the school community is outstanding

Collective worship is pivotal to the life of the school and all school members greatly value the rich variety of worship and how it influences their daily lives. Worship is imaginative and exciting and greatly enjoyed by children and staff. There is a strong sense of belonging and being 'at home' as the school gathers for worship. A theme is set each week in whole school worship linking to children's daily routines through classroom 'reflection' areas. An illustrated, deeply thought-provoking spiritual question prompts children's thinking and contemplation. This has fostered a greater understanding of God as Father, Son and Holy Spirit. Worship inspires the whole school community to take action in service to others. Following a focus on the fruit of the Holy Spirit, one child was motivated to show love and compassion. He initiated raising funds to support those suffering following the earthquake in Nepal with a 'coloured clothes' day. One parent summed this up as, 'the school feels warm and welcoming. It has a friendly feel with a family atmosphere.' The whole school participates in using symbols and actions which bring a sense of stillness and focus. Leaders of worship, both adults and children, are very well prepared so that they can fully participate. Worship is very carefully planned and is evaluated by staff and governors. As part of the evaluation process children share their views verbally in conferencing activities. Creative and imaginative reflection times are provided at the start of staff training. Staff appreciate these times to 'centre and ground them' and help them to gain a fuller perspective of their role. Mutually beneficial relationships between the church community and the school result in collective worship being rooted in biblical teaching, prayer and Christian tradition. Prayer is greatly valued by the children both within collective worship and in class.

Pupils enjoy taking the opportunity to write their own prayers in 'self-chosen' time which are then used by the class, to thank God for their lunch or before going home. The local Anglican Church and school communities have grown more closely linked. Anglican traditions, such as prayer focusing on the Trinity and opportunities for responses, are natural and integral features of worship. Shared activities such as the Gospel choir and a record breaking organ recital have brought a sense of joy and belonging, recognised by the school as being rooted in the Christian value of koinonia. Children reflected on the Stations of the Cross and in response created beautiful pictures. St Peter's and St Paul's Church community used these paintings in their own worship. Writing letters to children in their link school in Bo, Sierra Leone, is one way in which the school helps children to appreciate the global dimension of Christianity.

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

There is a proactive commitment to the well-being of both pupils and staff. Values, founded on biblical teaching, are readily articulated in terms of diversity and equality. This exemplary Christian care is led by the Headteacher, supported by the staff and governors, so that the whole school consistently lives out the Christian vision. Worship is given a very high priority. Leaders strongly promote a distinctive Christian vision, which is most evident in the way children are valued and enabled to learn from their different starting points. When parents consider the school for the education for their child the school's foundation of Christian values are made explicit. Parents appreciate these values and how they influence every child being treated as a unique individual. School self-evaluation strategies lead to action, as evidenced in the current school improvement plan. The school sets ambitious targets for individuals in their commitment for each child to achieve. The school improvement plan presents these targets alongside the Christian value of koinonia. This leads to members of the school taking responsibility to challenge one another positively and address underachievement. The school's support for professional development and well-being is highly valued by staff. There are high expectations and ambition for staff as well as for children. Partnerships with parents, church, diocese and the wider community enable children to have a positive view of their place in a multi-cultural world. Articulation of the Christian vision, by leaders, is most strongly seen in the outworking of social action as children are encouraged to express their faith through action. This is evidenced in many ways including the school choir singing to local elderly residents, through to achieving the full International School Award. Leaders and staff provide a rich, creative curriculum which supports children to be collaborative, reflective learners. The breadth and depth of RE is evidenced in children's learning and portfolios. Leadership of RE remains strong as transition to a new leader is very well managed, with careful plans and monitoring activities. Staff have the same very high expectations of children's opportunities and quality of learning in RE as in other subjects. Further formal systems to extend governors monitoring of RE are planned.

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