



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Yapton Church of England Voluntary Controlled Primary School	North End Road Yapton Arundel West Sussex BN18 0DU
Current SIAMS inspection grade	Good
Diocese	Chichester
Previous SIAMS inspection grade:	Outstanding
Local authority	West Sussex
Date of inspection	04 October 2016
Date of last inspection	24 November 2010
School's unique reference number	126001
Headteacher	Nick Sharp
Inspector's name and number	Connie Hughes 765

School context

Yapton CE Primary school has 270 pupils on roll, divided into ten classes. Pupils are mainly white British, from a range of social and economic backgrounds, in the village of Yapton. Overall attainment of pupils on entry to the school is below the national average. Pupil attainment outcomes are broadly in line with national minimum expectations. Pupil attendance has improved over the last three years to 95.1%, slightly below the national average. The headteacher and two co-chairs of governors have been in post since September 2014. There are strong links with the parish church and other local churches. There is an independent nursery on the school site.

The distinctiveness and effectiveness of Yapton Primary as a Church of England school are good

- High quality pastoral care and support for the pupils nurtures the development of the whole child.
- Collective worship, inclusive of biblical teaching and Christian values, strongly supports pupils' spiritual, moral, social and cultural (SMSC) development.
- The commitment of the senior leadership team, supported by staff and governors, ensures that the Christian ethos is evolving and becoming more fully embedded.

Areas to improve

- Make explicit reference to the school's Christian ethos and values in all communications with parents and the wider community to raise the profile of its church foundation in the daily life of the school.
- Provide learning experiences of Anglican liturgy, practices and beliefs to enable pupils to fully understand Christian faith traditions.
- Through the foundation governors, supported by the full governing body, strengthen the monitoring and evaluation of collective worship, prayer experiences and religious education to secure further evidence of the school's Christian distinctiveness.

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

Yapton Church of England Primary School is an overwhelmingly inclusive and caring community. The school's vision "An Open Door to Learning", shared Christian and human values, underpin the daily life of the school. The school's Christian ethos and pastoral support has strongly contributed to the exceptional improvement in attendance, positive behaviour and well-being of pupils in the last two years. Key Stage 2 pupils confidently articulate their understanding of the shared values of 'respect' and 'responsibility' stating; "Jesus Christ taught us through parables to treat people as you would like to be treated". Pupils can relate and express how the school's values enable them to develop skills, independence and enjoyment in their learning. One child explained how in worship they learn about 'perseverance' through the courage of Jesus during forty days of Lent; "as a Christian you persevere like Jesus and keep on going." Although some pupils can share and apply the school's values, not all pupils have a secure knowledge and understanding of the explicit link between their school values and the Bible stories.

Relationships within the school community are strong, reflecting a strand of the school's vision statement "we are one big family". Parents reflect positively on the school's Christian ethos, "without a doubt it has improved since the headteacher has been here." As a parent of a multi-faith family explained, "mutual respect is the essence of this school...we have a shared God...my child joins in with everything." Through a range of charitable events, identified by pupils, there is a good understanding of personal, local, national and global issues, including a Year 6 pupil run cake sale in aid of McMillan nurses and a Year 2 Fairtrade café. Key Stage 2 pupils take pride in their designated responsibilities as Worship Helpers, House Captains, Sports Captains and rotated roles as Playground Leaders and Playground Buddies, enabling all pupils to feel cared for, included and valued.

Religious education is currently led by the headteacher and taught by motivated class teachers and support staff. Through the new RE curriculum and a recently applied spiritual, moral, social and cultural (SMSC) policy framework, teachers are enabling pupils to develop their self-esteem, confidence and growing awareness of the wider world in which they live. The structure of RE teaching and SMSC development, supported by the 'windows, mirrors and doors', framework stimulates enquiry and creative based learning experiences, enabling pupils to reflect, respect and act as responsible citizens. Although RE is enjoyed by the pupils, there is limited evidence of differentiated learning experiences and responsive marking to support, challenge and raise achievement and attainment for all pupils in line with age related expectations. Through a range of visitors and school events, including regular updates from a Nepalese community leader, Jewish and Muslim spiritual leaders, a visiting gospel choir and the Christian Youth Enterprise team, pupils gain knowledge and understanding of a range of world religions and a deeper appreciation of Christianity as a world faith.

The impact of collective worship on the school community is good

Worship plans have a clear structure that strongly supports pupils' spiritual, moral, social and cultural development. Pupils enjoy and engage in whole school daily and termly Key Stage worship experiences. Combining Christian and human values, biblical stories, music, songs, collective seasonal prayers and incorporating a growing awareness of the Trinity develops pupils understanding of the school's faith foundation. Acts of worship, clearly based on biblical stories, give clear messages which the pupils can relate to their own life experiences. Pupils explained, "Jesus as a role model brings the Bible to life," and "singing is a meaningful way to communicate with God and express our love for Him." For example, in headteacher led worship, by integrating Bible stories, role play and action songs, pupils gained a good understanding of the daily difficulties faced by St Paul and early Christians in sharing their faith. Enthusiastically singing of "Be bold, be strong for the Lord your God is with you", pupils were inspired, motivated and challenged to follow St Paul and "encourage someone today".

Although worship incorporates elements of symbolism, including lighting the candle on the table, biblical contexts and daily use of The Lord's Prayer, there is limited evidence of pupils' experience, engagement and understanding of Anglican practices and traditions. The school leadership team are currently enhancing the worship environment and identifying inspiring learning experiences for pupils to plan, engage and deliver a greater richness to the prayer life of the school.

The school has strong links with the rector and local church. He regularly leads weekly acts of worship in school. All pupils participate in major Christian festivals held at the church, including each class contributing to the Harvest Festival service, led by the headteacher during the rector's sabbatical. Parents attending the worship reported the donations from the children for a local food bank and financial contributions for African communities devastated by the Ebola crisis "reached the hearts of everyone there". Although the systems to monitor the impact of collective worship are being developed they are not yet sufficiently applied to gather evidence of its impact on the school community. Pupil participation and contribution to worship needs to be improved to secure evidence of their spiritual growth within the school's Christian ethos.

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

The headteacher and governing body are focused on the "moral imperative" of raising the profile of Yapton village school as a Church of England school. When appointing new staff, an expectation of working within the school's Christian ethos is fully explored. All staff enjoy working in a church school, where the headteacher "is a great role model of Christian servant leadership." The school's self-evaluation process, comprehensively addresses teaching and learning priorities. The school leadership are focused upon closing the gap for vulnerable pupils and raising attainment for all pupils in line with national standards. Recent school assessment and national data reflects fluctuating pupil progress and age related outcomes. The introduction of a free breakfast club, led by the Special Educational Needs team, has contributed to improved opportunities for nurture, a significant increase in pupil attendance, active learning and family relationships.

Procedures for evaluating the school's Christian distinctiveness are at the development stage and need to be firmly embedded in school improvement planning. The recently appointed foundation governor is working strategically with the school leadership team and staff, to embed the new RE and SMSC curriculum and establish consistency in monitoring its impact on pupil's learning experiences. Although the school leaders and governors articulate and demonstrate a strong Christian ethos, an explicit celebration of the school's Anglican foundation has yet to be specifically communicated by the school leaders within the wider community.

There are established productive and supportive links with the Local Authority, external agencies, the diocese and their local group of primary schools. In partnership they enhance staff professional expertise, enrich curriculum provision, support, monitor and raise aspirations and outcomes for all staff and pupils.

Relationships across the school community are collaborative and supportive, securing an environment that encourages all learners to feel secure, happy, and valued. The parents are highly visible volunteers at school, helping their children with reading and organised events including Sports Day. The Friends of Yapton School (FOYS) are active supporters, talking to new parents and providing resources through fundraising events. Strong links with the parish church, its Parochial Church Council and other local churches supports the school's Christian foundation and enhances the spiritual life of the school community. Together the two churches organise an annual holiday club for pupils with a strong Christian ethos. A member of staff shared, "I have enjoyed having a clear Christian focus that gives my faith a chance to express itself clearly on a daily basis with colleagues, children and their families". Parents comprehensively stressed that the school staff team have an "open door that goes beyond every time... understand our children and family needs...the headteacher has embedded trust and mutual respect".

Statutory requirements for religious education and collective worship are met.

SIAMS report October 2016 Yapton Church of England (VC) Primary School Yapton BN18 0DU