

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goring Church of England Primary School

Mulberry Lane, Worthing, BN12 4RN

Current SIAMS inspection grade

Outstanding

Diocese

Chichester

Previous SIAMS inspection grade

Outstanding

Local authority

West Sussex

Date of inspection

29 November 2017

Date of last inspection

5 March 2012

Type of school and unique reference number

Voluntary aided 126045

Headteacher

Clare Jee

Inspector's name and number

Hilary Ferries 276

School context

The school is in the residential area of Goring, west of the coastal town of Worthing. Since the last inspection it has expanded from a first school to a primary school, increasing capacity to 432 pupils. The headteacher has been in post for three years. The majority of the pupils in the school are of White British heritage. The number of pupils entitled to the Pupil Premium is below the national average and those with special education needs or disability (SEND) is above the national average.

The distinctiveness and effectiveness of Goring CE Primary School as a Church of England school are outstanding

- The inspirational leadership of the headteacher embodies the Christian ethos and values of the school.
- Leadership at all levels is effective at self-evaluation, listening to all stakeholders to strive to continually improve.
- The Christian ethos is the 'heartbeat' of the school that values, cares for and supports the learning and wellbeing of all.
- The religious education (RE) teaching and the opportunities for spiritual, moral, social and cultural development in all areas of school life motivate pupils and inspire deep levels of thinking and discussion.

Areas to improve

- Embed the role of the pupils in planning and leading worship to engage them more deeply.
- Include more opportunities to visit places of worship for the major world faiths to enhance the learning opportunities for pupils in RE.

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

The Christian character of Goring CE Primary School is the 'heartbeat' of the school and evident in every area of school life. The motto, 'Faith Love and Learning' was created by the school community as it has grown into a primary school. The school stakeholders selected the seven Christian values; love, faith, self-worth, respect, aspiration, equality and fun, which are known and articulated by all. Pupils say, 'we wouldn't be our school without our values'. The staff team are committed to the school and go the extra mile to ensure the success of every pupil with personalised plans that enable all to thrive. Pupils are positive about their teachers and say how much they appreciate them. 'Teachers are always there for you'. Staff ensure that the pupils are cared for and that learning is exciting and as a result, attendance is above national average, the progress of the different groups across the year groups is good and the projections of the first Year 6 tests are positive.

Opportunities for spiritual, moral, social and cultural development are outstanding, make a major contribution to the Christian character and are woven through the curriculum. Pupils express their views confidently and projects such as the 'RE day' give opportunities for reflection. The RE day, 'Who is God?' enabled all pupils to respond through art. Examples of pupils' views were 'God is like a circle because He is full of love', 'He shines colour all around the world', 'God is like a rock because He never breaks'. The day culminated in an art exhibition to which parents were invited and who commented positively. Behaviour observed during the inspection was excellent. There is a strong sense of right and wrong and all pupils could talk about the behaviour policy, which is based on forgiveness and fresh starts. Pupils said that they 'didn't really need the policy' as the behaviour is so good and that 'the commandments make me think about how to make a difference'. There is a commitment to supporting charities because the pupils care deeply about reducing inequality in the world. One pupil talked about 'Traidcraft', which made him 'realise we are so lucky'. The strong link with a school in Sierra Leone helps the pupils appreciate Christianity as a multi-cultural world faith. All members of the school community identified the very positive relationships as one of the strengths of the school. Pupils talked of the importance of respect for all and those who said they were of the Christian faith, different faiths or of no faith talked enthusiastically about the school and how they feel included. They said they enjoyed their RE lessons and finding out more about the Christian faith and other world faiths. They welcomed the different activities in lessons and talked about the importance of learning about world faiths. They enjoy the discussion and debate and practical activities that bring the subject alive.

The school is committed to the success of the 'whole child'. There is celebration of every aspect of their achievement and one pupil said: 'Awesome attitudes give each person a chance to shine'. Together with parents the school leadership has created a 'bucket list', which outlines opportunities pupils will have at the school. There is a wide range of clubs, including cross country, athletics, cricket, swimming. The JAM (Jesus and Me) meets weekly to explore the stories Jesus told and as one pupil said helps her appreciate how 'God can affect your life'.

The impact of collective worship on the school community is outstanding

Collective worship holds a very special place in the life of the school and starts each day. Pupils say, 'it is good to be together and show our thankfulness to Jesus and God'. Worship is well planned with clear themes that pupils can discuss. It includes regular use of biblical material and pupils say they find worship an engaging and special time of the day. One pupil said, 'it makes you want to stop and reflect'. The introduction of the 'challenge buster' book gives pupils the opportunity to respond to worship and record their thoughts. There are insightful responses to all the challenges and one pupil said how she liked to use the book to 'keep her thinking'. One of Year 6 responsibilities, for which pupils apply, is worship leader and they ensure that everything runs smoothly. They also ensure the regular monitoring as they collect the views of pupils and visitors about collective worship. These are given to the headteacher, who reads and reviews them and takes them to the Ethos Committee. They are discussed and then changes made to worship to make sure it is relevant and engaging. One example of this is the development of class worship which enables a more informal worship experience and the content to be well matched to the pupils' understanding.

Pupils have been involved in developing the Agape meal, in which the pupils who have taken their first holy communion lead a worship session for the whole school. Feedback for this has been very positive: 'It's like the last meal of Jesus and we all meet together like Jesus's disciples. The 'Jammie Dodgers' show the love heart in the middle representing Jesus' special love for us'. 'I feel cared for and special after it. A friendly feeling – all together and Jesus's love for us'. Pupils also are beginning to plan and lead worship on a more regular basis and this has been identified as an area for development. There are close links with parish church and the school family worships there at festivals such as harvest. Easter and Christmas. The parish priest comes to the school weekly to lead worship, which

reinforces the link between church and school. He also leads sessions for classes, and this has included the Trinity. This has also been explored in worship and pupils talked confidently about their experience.

Prayer is strong in the school. In addition to the prayer books, written by pupils and used in each class every day, there are opportunities for pupils to write prayers and put them in prayer boxes. These are taken by the pupils who are 'prayer partners' who meet with the parent prayer group to offer them to God. Pupils pray spontaneously and read prayers in worship with confidence.

The effectiveness of the religious education is outstanding

Pupils achieve very well in RE. The introduction of 'Understanding Christianity', a programme that gives the pupils the opportunity to explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy, has improved further the teaching and learning of Christianity. Pupils show deep thinking skills and responses to the enquiry based approach. This is evident in lessons such as Year 2 considering symbols of Christian faith and Year 6 exploring characters in the story of Moses using 'conscience alleys' as a way to empathise with the characters. They say they enjoy the wide range of activities, especially discussions and art. Teachers have been well supported by the RE subject leader and the positive way that the new curriculum has been introduced, giving them the opportunity to try things out and share experiences. Data from the assessment tracking system and the scrutiny of RE work show that all pupils are making at least good progress in their learning. The revised RE curriculum has an appropriate balance of Christianity and other world faiths and pupils talked confidently about their learning in Judaism and Islam. The school has begun to include visits to places of worship to engage pupils further in their learning, which have proved very helpful and this has been identified as an area for development.

The subject leader is very effective. She has attended a wide range of training events that have equipped her to support staff with the introduction of the new syllabus. She has also taken part in networks with other schools and the diocese and her work has been used as exemplar materials by the Diocese of Chichester. She ensures that staff have the support that they need, assisting with planning, teaching and assessment of RE, which has enabled the scheme to embed quickly in the school. Religious education is one of the priorities in the school development plan and the subject leader has a clear action plan and is given regular release time to fulfil it, showing the importance the school places in the subject.

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

The Christian mission 'Faith, Love and Learning' and the Christian values of the school are lived out by leadership at all levels. The headteacher and governors have ensured that the strong Christian ethos confirmed at the previous inspection has continued to develop as the school has expanded, making changes where necessary to make it age appropriate. This has been carefully planned and introduced and the first Year 6 pupils value the opportunities and responsibilities they have been given. The headteacher models the ethos and all members of the community commented positively on her leadership. The school knows itself well. The headteacher leads the termly school review, 'a week in the life of Goring', where senior leaders carry out a series of learning walks, pupil and staff conferencing to examine current practice. The democracy circles led by pupils and the careful and thorough monitoring of governors in the Ethos Committee, all mean that leaders identify and address areas for improvement that continue to develop its church school distinctiveness. The identification of RE as one of the areas in the school development plan ensure that this is given priority. The school's overall strategic plan includes elements of church school effectiveness, which, when combined with standards and achievement, contribute to the development of the school as whole. The commitment of everyone in the school to all aspects of pupils' education and well-being means that the school is a happy and positive place for all pupils.

The headteacher has built a strong staff team. As the school has expanded, new staff say that they have been made to feel very welcome and have quickly settled into the Christian ethos. The headteacher is excellent at talent spotting and planning for future leaders and staff spoke of opportunities they have been given and readily embraced because they know they will be supported. The staff team all work together for the benefit of the pupils and their families. Parents are very positive about their school. In a recent survey 100% confirmed that they felt the school was based upon Christian principles and values. One parent said how impressed they were with the values and how they 'have a plan behind them', as they run though all the school does and make sense to pupils and to parents. Parents recognise and articulate the 'extra mile' that staff and the headteacher go to ensure that their pupils feel safe and valued at school. Parents said, 'I appreciate the honesty and trust we have between us, I am treated with kindness and respect. ... The school oozes with Christian values of respect, kindness and acceptance'. Another parent said, 'Jesus is everywhere in this school'. The school has good relationships with local schools and works in partnership, sharing good practice. The school meets statutory requirements for RE and collective worship.