

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

<b>Harting CE Primary School</b>	
Tipper Lane, South Harting, Petersfield, GU31 5QT	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Chichester</b>
Previous SIAMS inspection grade	Outstanding
Local authority	West Sussex
Date of inspection	15 January 2018
Date of last inspection	2 May 2012
Type of school and unique reference number	Voluntary Controlled 126017
Headteacher	Fiona Mullett
Inspector's name and number	Rosemary Appleby 749

### School context

Harting CE Primary School is smaller than most primary schools with 111 on roll. The current teachers have all been appointed, over time, since the last inspection. The headteacher was appointed in September 2014. The number of pupils eligible for free school meals is below the national average as is those with special educational needs and/or disabilities and most pupils come from a White British heritage. Attendance is above national average.

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

- The school's Christian values of love and respect underpin the daily life of school and both values are lived out and understood by the school community.
- The enthusiastic and effective leadership of the headteacher ensures that the Christian ethos is evolving for the benefit of all learners.
- Christian values have a positive impact on pupils' behaviour and attitudes to learning.
- Collective worship is effectively planned and delivered and offers learners a rich spiritual experience.

### Areas to improve

- Strengthen the process of self-evaluation as a church school through increased formal monitoring of all aspects of the school's Christian distinctiveness, gathering regular robust evidence of how the Christian character impacts on all learners.
- Develop pupils' understanding of Christianity as a multi-cultural faith to enable them to develop a greater appreciation of the global nature of Christianity.
- Ensure that formal monitoring and evaluation of collective worship takes place regularly and that this measures the impact and value of worship on all members of the school community.

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

Harting CE school provides a high level of nurture and care to its school community through living out the Christian values of love and respect which are clearly understood and articulated by the school community. In newsletters readers are reminded of these values and 'To love one another as you would love yourself'. Every class has an individual display related to the values of love and respect. These factors ensure that the school community has a shared understanding and ownership of these Christian values which in turn underpin the school motto of 'Loving to Learn, Learning to Love'. This is evident in the inclusive and positive caring relationships across the school community and the good behaviour seen around the school. Pupils are aware of the values as Christian values even though they are promoted as school values. They talk about how the values of love and respect are related to 'Jesus showing love to Zaccheus even though he had done wrong'. The school effectively provides an inclusive environment where the needs of all pupils are met. Pupils know that respect is linked to inclusivity and pupils new to the school are respected and welcomed and never feel left out. The Christian ethos contributes to pupil achievement and standards are above national expectations in all key stages. Parents value this 'happy school' where Christian values contribute to making their children 'feel safe' and pupils support each other especially through the buddy system where older pupils look after the younger pupils. They say that at home their children talk about prayer, worship, religious education (RE) and values. The school inspires pupils to talk about Christian beliefs both within and outside of school. RE has an effective impact on the spiritual, moral, social and cultural (SMSC) development of all learners. RE lessons about creation provide opportunities to reflect on how Christians should respect God's wonderful world and this is linked to Genesis in the Bible. Pupils learn about Judaism, Hinduism and Islam in RE and through this work they develop compassion, empathy and respect for other cultures. This is strengthened through their partnership with a school, and a visit from the Bishop of Bo, in Sierra Leone. They know that learning and understanding about other religions is important and they link this to the value of respect. However, pupils' understanding of the global nature of Christianity is not yet secure. The foundation governor recently interviewed pupils about RE. Pupils said that RE lessons are 'fun' and help them to 'understand how to behave' and how 'to love because in RE we talk about love and respect'. The school supports a wide variety of charities which are chosen by the pupils. Pupils understand that giving money for charity links to the values of love respect and hope and helps others less fortunate than themselves. Reflection spaces, in the library and outside in the forest school area, appropriately extend opportunities for quiet reflection such as prayer and reading a scroll of bible stories accompanied by photograph of pupils acting these out. The spiritual trail around the school reminds pupils of the worship theme and this is reinforced by the opportunity to role play the worship story. Displays and Christian artefacts around the school, such as a display about miracles and a beautiful collage cross made from buttons, make a good contribution to SMSC. They provide an environment which reflects the school's foundation and as a result frame reflection in a Christian context. This has a positive impact on pupils' SMSC development.

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

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 acting out Bible stories, singing, reflection time, and praying. Pupils know that worship is important as it enables them to 'learn more about God and Jesus'. The person of Jesus Christ is evident in collective worship. One pupil said that this is important because Jesus 'is the light of the world and part of the Trinity'. Pupils have opportunities to develop their understanding of the Trinity and name God, Father and the Holy Spirit as being one and this is reinforced when three candles are lit in worship naming the Trinity as each one is lit. Aspects of Anglican worship such as the lighting of candles, time for reflection, biblical readings and prayer are well established. Worship is enriched through contributions from leaders of the local parish churches of St Gabriel and St Mary and Harting Congregational Church and a member of Trinity Church in Liphook. This effectively increases learners understanding of a range of Christian traditions. Prayer is valued at Harting. The school has established prayer books where pupils can write their own prayers or choose one to read at lunchtime. Pupils enjoy writing prayers for the year 6 leavers' service at Chichester Cathedral and some classes have a prayer box where pupils can place their personal prayers. Pupils are confident when talking about prayer and say that that they 'pray to God to tell him all their worries' and 'prayer makes you feel better' because you know that someone is trying to help you and you are not alone. Pupils are aware of biblical material and can talk about the messages from God in these stories. However pupils are less secure when relating biblical material to their own lives. The collective worship leader plans an appropriate overview of themes for collective worship and provides detailed effective plans for daily worship. Church leaders meet together to discuss the most effective way to present the worship programme to pupils and maintain consistency of approach. The incumbent of the local parish church regularly leads worship based upon a 'Big Question'; pupils consider such questions as 'who do you trust?' and 'what is precious to you?' These questions

encourage pupils to reflect upon biblical material and pupils understand and enjoy this reflective enquiry work. Leaders have informally monitored and evaluated collective worship but, as this is not regularly carried out and is not formal, evaluation of this monitoring does not yet provide robust evidence to inform future planning and improvement. Pupils have started to reflect upon the difference that worship will make to their lives now, and in the future and a framework of questions for them to answer is aiding the development of their evaluation skills. The year 6 pupil worship team is confident when planning and leading worship in school and in church. They write prayers, choose the music and act out Bible stories which illustrate their understanding of the key elements of Anglican worship. Services celebrating Harvest, Easter, Christmas and end of school year at the parish churches effectively reinforce Anglican tradition and provide an alternative setting for worship.

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

Leaders share the vision for the school where the school mission statement of 'Loving to learn, Learning to Love' is linked to the Christian values of love and respect and underpin the life of the school. The headteacher is enthusiastic and works tirelessly to improve the Christian ethos of the school. The headteacher has revised the collective worship programme, ensured that the key issue for development from the previous Inspection of Anglican schools has been fully addressed and increased school displays relating to Christian distinctiveness. Parents value the fact that she prays for them and their families in time of need. Governors are committed to the Christian ethos of the school and support the school through visits; information from governor visits informally promotes discussion related to the school improvement plan. However there are not yet formal plans for developing Christian distinctiveness or collective worship and therefore it is challenging to track changes and improvements over time. Governors informally monitor and evaluate Christian distinctiveness across the school through discussion and email. However, systems for monitoring and evaluating the impact of the school's Christian character on pupils' achievement and well-being are not yet sufficiently established, formal or rigorous in identifying areas for future improvement. There has been no significant use of diocesan training to support all staff and all governors in the monitoring and evaluation of Harting as a church school. Some leaders have attended training on the current Statutory Inspection of Anglican and Methodist schools (SIAMS) and the annual diocesan conference for governors which has enabled leaders to informally reflect upon their Christian distinctiveness. To ensure consistency amongst staff in upholding the Christian vision of the school governors seek to appoint staff who will support the Christian ethos of the school. The RE leader has recently interviewed pupils about their attitudes to collective worship and RE and produces effective plans for RE improvement which are included in the school development plan. The school has committed time and finances to participating in the diocesan 'Understanding Christianity' course and this is beginning to improve practice across the school. For example a recent evaluation of RE stated that 'children enjoyed the lesson plans and achieved deeper learning' and staff had 'significantly greater confidence (and enthusiasm) to teach RE'. Links between the parish churches and the school are strong. The foundation governor writes a report for the St Mary and St Gabriel's parish parochial council and this ensures that they are aware of the life of the school. Many members of the community come into school to listen to pupils read and pupils sing to the elderly at the local luncheon club. The school and church link together for events such as Remembrance Sunday at the remembrance memorial in the village. Parents are proud of their school and in a recent questionnaire all parents who responded agreed that their child was happy, safe, well looked after and that the school was well led and managed. One parent said that 'Harting is fabulous at focusing on the whole child' and another stated 'we love Harting so much'. Arrangements for RE and collective worship meet statutory requirements.

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