

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

<b>Twineham Church of England Primary School</b>	
Church Lane, Twineham, Haywards Heath, West Sussex, RH17 5NR	
<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	18 January 2018
Date of last inspection	9 May 2012
Type of school and unique reference number	Voluntary Controlled 126011
Headteacher	Scott Reece
Inspector's name and number	Connie Hughes 765

### **School context**

Twineham CE Primary is a small rural school. There are 98 pupils on roll divided in four classes. Pupils are mainly White British from the surrounding area with a range of social and economic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below the national average. The headteacher was appointed to the school in September 2016. The school has a close partnership with the adjacent St Peter's Church and the parishes of Albourne and Sayers Common, whose vicar was appointed in September 2016.

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

- Strong pastoral support from the school team and established parental partnerships nurtures pupils' feelings of happiness, care and well-being.
- Collective worship, centred on Christian values and involving all members of the school community, is an affirmation and celebration of the school's Christian ethos, Anglican tradition and pupils' spiritual, moral, social and cultural development.
- Religious education teaching is increasingly contributing to pupils' knowledge and understanding of Christianity and other world faiths and beliefs.
- In partnership with diocesan professional development, the headteacher is deepening his knowledge, understanding and identification of the school's Christian distinctiveness.

### **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 structured learning experiences of prayer and extend the use of classroom 'reflection corners' through planned interactive learning experiences to enable pupils to engage more fully in prayer.
- Engage all school staff and governors in church school structured professional development to deepen their knowledge and expertise and enrich of the school's Christian distinctiveness.
- Through the recently established governor's 'faith' committee increase the explicit monitoring and evaluation of the school's Christian ethos to secure evidence of the impact of the school's Christian distinctiveness on the development of the whole child.

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

The school vision 'Enjoy, Believe, Respect and Achieve', is underpinned by Christian and British values agreed by the school community. A strikingly visible display of the vision in the school entrance hall, is exemplified by inspiring and informative visual representations of each theme, including 'I love learning', a cross symbolising Christianity and respecting cultural diversity icon. The range of Christian symbols, displays and classroom reflection corners in and around the school underpin its church school foundation. Adults and pupils relate extremely well to each other in an atmosphere of mutual support, respect and friendship. As a smaller than average primary school comparison to average national pupil attainment is difficult to make. However, applying targeted learning interventions pupil progress and achievement is improving across the school. Current data analysis suggests most pupils are on track to achieve outcomes in line with national age-related expectations. The school's nurturing ethos is exceptional in the close bonds established across the age range of pupils. Behaviour is good throughout the school with pupils applying Christian values, learned through worship, religious education and daily experiences in their relationships. A 'kindness' book, accessible to all in the corridor and instigated by pupils in Key Stage 2 records and celebrates peer observations of a core Christian value. The application of these values is rewarded by team points, collected and displayed in the entrance hall, are celebrated in weekly worship assemblies attended by parents and carers. School staff overwhelmingly agree 'Christian values promoted on a daily basis... take pupils into their adult life and equip them with a sound moral compass'. Observing religious education (RE), the old testament story of Ruth and Naomi (Ruth 1v16), exemplifying the importance of God's love, friendship and family, the reception/year 1 pupils happily shook hands with each other, saying 'thank you for being my friend'. Although pupils consistently apply their chosen values they do not always understand the explicit link between the teachings of Jesus in the gospel stories. Pupils' understanding and practical application of the school vision and core values purposefully contribute to their good spiritual, moral, social and cultural development, preparing them to become responsible citizens. They are receptive and pro-active in response to the needs of the local, national and global community, including harvest gifts for the Burgess Hill food bank, Children in Need and Christian Aid. Their ability to see connections between their practical actions and giving hope to a global society is clearly demonstrated when the school council, in partnership with Holy Trinity Church Cuckfield, instigated the collection of pennies in a jar for the Tariro charity, enabling children to access education in Zimbabwe. Following the local authority agreed syllabus, RE is taught as a discrete subject by class teachers. Applying enquiry, discussion and reflection skills, pupils are developing their knowledge of the Bible, the life of Jesus, Christian values, the beliefs and practices of the Anglican church and other world faiths.

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

Collective worship has a significant impact on the spiritual, moral and social life of the school. Pupils confidently take responsibility to prepare the school for collective worship. A Christian value is highlighted every month as a focus of worship and underpins how these values guide pupils in how to live and learn on a daily basis. Combining Christian and moral values, biblical stories, drama, music, songs and prayers, pupils develop an understanding of the school's faith foundation. Music is a strength of the school and the weekly singing assembly encourages pupils' understanding of the Christian messages shared in both popular songs, traditional and modern hymns. A clear focal point for worship, incorporating Anglican symbolism of the Christian cross and lighting the candle, is embedded in worship experience. Worship is brought alive with the inspiring singing of 'Hosanna' as all pupils engaged with skill and enthusiasm. Using multi-media and practical resources, pupils actively participated as the headteacher led worship, developing an understanding of the biblical and moral value of 'perseverance'. Having trust in God and a personal determination to not give up when faced with the challenges in life was demonstrated through the Old Testament story Nehemiah's belief and faith in God when rebuilding the Holy City of Jerusalem. Pupils reflected with enthusiasm on a motivating and rich experience of a 'prayer spaces' week in the last academic year, outcomes of which are displayed in the school hall. Although pupils speak confidently of the importance and use of the school prayer in their daily life, they shared that writing and using their personal prayers in worship was limited. Links with the local church are well-established, with the vicar regularly leading worship in school and in the adjacent St Peter's parish church. Significant events in the church calendar are celebrated in the church, with standing room only for parents and carers. His inspirational worship stories are fully appreciated by pupils. Singing 'The Lord's Prayer' when the vicar leads worship, enables pupils to remember the words and his use of multi-media is developing their experience of liturgical responses. Pupils have limited knowledge and understanding of the Trinity. Pupils are actively involved in planning and delivering school and church worship, for example, the Key Stage 2 embracing the Christmas nativity held in St Peter's Church which a parent described as 'traditional, beautiful and emotional'. The recently updated worship policy, termly planning, content and structure for worship, is clearly based on biblical stories and core Christian values which are explored in relation to pupils' everyday lives. Evidence of monitoring and evaluation of worship by pupils, staff and governors is very limited and does not inform future planning or celebrate the impact of worship on pupils' daily life.

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

The Church of England faith foundation of the school is becoming more explicit in the daily life of the school. The headteacher, working collaboratively with the vicar and governors, promote a Christian vision based on 'the moral teachings of Jesus and His apostles distilled as the fruits of the Holy Spirit'. (Galatians 5v22-23). The headteacher, following his appointment, shared his vision for the school as a church school with the wider community at a St Peter's Sunday service. Reflecting on the importance of the qualities of 'Jesus as a servant leader', underpinning his strong commitment to show encouragement, perseverance and tenacity in serving the school community. He is explicit in his interaction with pupils, nurturing, communicating and applying gospel values with high expectations of personal behaviour and attitudes to learning. Governor roles and responsibilities have been clarified, including challenge and support for the school leadership team in ensuring the school's Christian character has a positive impact on the academic and well-being of all pupils. A new chair of governors was recently appointed following the relocation of the previous chairperson to a new parish. An additional long-standing foundation governor vacancy has just been filled. The vicar, although not a governor, is a guiding contributor to the governors recently established 'faith' committee. More robust monitoring and challenge against school improvement priorities, including pupil attainment and progress of the school's internal data, is an area requiring increasing challenge from the governors to secure age-related national outcomes. Procedures for evaluating the school's Christian distinctiveness, identified in school improvement planning, are not currently embedded in its monitoring cycle. Although the school leaders, staff and governors articulate and demonstrate a strong Christian ethos, an explicit celebration of the school's Anglican foundation has yet to be specifically communicated within the wider community. In partnership with the diocese of Chichester, the headteacher is deepening his knowledge and understanding of the school's Christian distinctiveness and effectiveness. As the religious education subject leader, he is undertaking the national 'Understanding Christianity' programme for enhancing curriculum provision. There are established links with the local authority, the diocese, local schools and a range of education and pupil welfare agencies, enhancing staff professional expertise and enriching curriculum provision.

The partnership between the home and school is strong. Year 5/6 pupils confidently share "we are all friends across our small school... it's like our second home". Parental support, including 'Friends of Twineham School' are active in school and community events, contributing significantly to pupils' learning experiences, including an annual 'enterprise' project and resources for the school. Parents overwhelmingly state, "the children are taught and nurtured in a loving and caring Christian way... there is a real empathy for people... they gain independence and are well-prepared for secondary school". The requirements for collective worship and religious education are met.

SIAMS report January 2018 Twineham Church of England Primary School Haywards Heath RH17 5NR