

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

### Warnham CE Primary School

Freeman Road Warnham Horsham RH12 3RQ

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Chichester</b>
Previous SIAMS inspection grade	Good
Local authority	West Sussex
Date of inspection	14 <sup>th</sup> March 2018
Date of last inspection	July 2012
Type of school and unique reference number	Voluntary Controlled 125998
Headteacher	Shirley Kirby
Inspector's name and number	Jacqueline Cobb 926

#### School context

This averaged sized school serves Warnham village and the surrounding area. The vast majority of pupils are White British with few speaking English as an additional language. The percentage of pupils who are disadvantaged is lower than average. The percentage requiring additional support due to special educational needs or disabilities (SEND) is above average. The headteacher has been in post since January 2018. During the previous 15 months there has been significant changes in staffing and with membership of the governing body. The school is linked with St Margaret's church.

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

- The Christian character of the school is clearly expressed through a strong ethos of nurture which results in the school community feeling that they are part of a family.
- Religious education (RE) teaching is increasingly contributing well to pupils' knowledge and understanding of Christianity and other world faiths and beliefs.
- 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 and positively influences pupils' good spiritual, moral social and cultural (SMSC) development.

#### Areas to improve

- Embed the work of the Christian ethos committee so that it effectively shapes, monitors and evaluates the school's Christian distinctiveness and effectiveness.
- Create more opportunities for pupils to deepen their own spirituality through the planned redevelopment of the spiritual garden and the further effective use of reflection areas.
- Provide more planned opportunities within worship for pupils to develop appreciation of the Christian belief in God as Father, Son and Holy Spirit.

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

The school's motto is, 'Space to grow, wings to fly – shining for my maker'. Building on its previous foundation, and under the enthusiastic and focused leadership of the new headteacher, the school's Christian and inclusive ethos has an appropriately high profile. It is increasingly underpinning its daily life and work. This is rightly recognised by the pupil led 'learning council' who are confident that the school's Christian foundation is more evident now than previously. Pupils know the school's motto well and can relate this to their school life. As a pupil explains it as being, 'Shining to God and showing Him what we can do'. The Christian ethos impacts positively on the caring relationships and on the good behaviour evident. Its Christian ethos is explicit in school communications and in signs and displays around the site. This is enhanced further by a three year programme during which a Christian value such as courage and forgiveness is focused on over a half-term period. Since the arrival of the headteacher, a weekly newsletter has been introduced. The information provided includes how the value being focused on relates to the curriculum, its biblical basis and some inspirational quotes. Although a new innovation this is already impacting positively. Consequently, both staff and parents are more aware of the school's Christian values. The staff team now, 'constantly refer to Christian values day to day and this helps the children be the best they can be'. Current data indicates an upward trend in progress so that they are on track to be in line with national expectations and better than national in phonics and early years' outcomes. The school's inclusive approach encourages good attendance. Relationships support the good SMSC development of pupils, as do appropriate curriculum and extra-curricular activities, such as Messy Church. This provides effective opportunities for families, school and church to come together. Moral, social and cultural development opportunities and pupils' responses are strong. There are a variety of development opportunities, for example, the oldest pupils enjoy the responsibility of caring for younger pupils through the Buddy System. In keeping with the school's Christian foundation there is a breadth of support for charity, including to a Street Child charity in Sierra Leone. Prayer and reflection contributes well to pupils' spiritual development. However, some members of the school community are not clear about or confident in articulating the school's definition of spirituality. This limits the extent to which opportunities to explore spiritual experiences are of a consistently high quality across the school environment. Recently a resource called 'Understanding Christianity' has been introduced. It is being well used as part of the planned RE programme of teaching the Locally Agreed Syllabus. It has inspired and motivated staff and pupils. RE is treated as a core subject. It has a high profile, 'now spilling out across the curriculum, which is deepening understanding.' Pupils are very positive about learning in RE, both relating to Christianity and other major world faiths studied. They are confident about their learning, 'we get to answer big questions' and 'about different religions'. Thus RE makes a positive contribution to pupils' developing appreciation of difference and diversity and to the school's Christian character.

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

Daily collective worship is a special and distinct time. Christian values, linked to biblical references and, where appropriate, to the Church's calendar, are effectively reinforced. This ensures that the school's vision and values remain central and that their impact on its life is deepening. Pupils are actively engaged and respectful through participation in all elements of worship, including acting out Bible passages, singing, and prayer. Pupils know that worship, 'Helps me to understand that I am part of God's family.' Worship is central to community life with parents rightly acknowledging that they are always welcome to attend, both in school and at church. A parent of a child in Reception commented, 'school gives my child a context for attending church.' Prayer has a high profile. Contemplation times in each classroom and prayer spaces in the environment appropriately extend opportunities for quiet reflection. Pupils use their freedom to pray and reflect positively. This means that they are confident when talking about prayer, 'I can talk to Jesus about my worries; prayer helps me to feel calm.' One parent described how their child, who has additional needs, was supported to create their own prayer. Prayer groups have been developed by and for both pupils and adults. This includes a monthly adult prayer group and a lunchtime 'God Squad' club, run by a Year 6 pupil for his peers. Pupils have a good understanding of the place and purpose of both personal and collective prayer. From worship opportunities, pupils have a good knowledge of the Bible. They know it contains God's message and recognise the significance of Jesus for Christians. They are proud of their school Bibles, which the local community bought, commenting, 'It is good to have different ones that are age appropriate'. These are also well used in RE. Whole school worship is led by the headteacher, the senior leadership team and the vicar. They model well good practice for other staff leading worship and ensure that connections are made between class and whole school worship. Older pupils have some limited awareness of the Christian concept of God as Father, Son and Holy Spirit. However, the centrality of this belief for Christians is not appreciated. Governors do monitor worship but with limited impact as this practice is new. This means that in-depth conversations and strategies for improvement agreed between governors, staff and pupils are not in place.

Services at the start of term, Harvest, Easter, and Christmas at St. Margaret's church, effectively reinforce Anglican tradition and provide an alternative setting, enriching worship.

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

The leadership team and the governing body consistently and clearly describe the impact of the school's vision as having 'space to grow'. In response to the school's Ofsted inspection of November 2016 there is an accurate and effective action plan in place, with clear priorities to secure improved standards. Following a period of significant instability in staffing and vacancies on the governing body, the position is now more stable. The most recent follow up letter from the Ofsted report of September 2017 identifies that leaders are taking effective action to move towards being a good school as judged by Ofsted. This has been further strengthened by the arrival of the new headteacher. She has, despite being in post for a short time, commendably galvanised further action around the school's Christian ethos and distinctiveness. Partnerships with the local authority (LA) and the Diocese of Chichester are good and result in leaders embracing opportunities for support in moving the school forward. Visits to local and deanery schools, recognised for their good practice, have been used to introduce elements to benefit learners. The headteacher has a clear vision for the school's future as rightly recognised by the most recent diocesan report of January 2018. Following their review in January 2017 governors have introduced a planned programme of monitoring visits. Governors confidently articulate the school's vision and values in their observations when regularly participating in school events. The ethos committee has started to use the diocesan self- evaluation toolkit to review their progress and practices. There is evidence of some positive effect including following up on a training day on Christian distinctiveness in January 2018. The school's Christian ethos has been refocused and is beginning to drive forward developments as a church school well. The ethos is being given a higher profile as evidenced by the recent setting up of a communal reflection area and an interactive teaching display celebrating Christians around the world. The established partnership between the school and St Margaret's church is a significant strength. It clearly expresses and celebrates the school's Christian foundation and its links with the community. The local clergy take an active role in developing the school's Christian distinctiveness. For example, leading a 'Newsround' inspired worship during a training day. Consequently, staff have used this approach in their class worship to good effect. Staff are being well supported for working in a church school. There are further professional development opportunities in place to improve the effectiveness of the use of reflection areas around the school. This also includes designs to re-develop the school's spiritual garden and associated fundraising activities are planned as part of the diocesan 'Year of Prayer.' Parents value the school's 'open door policy' and family environment where, 'the school knows my child as an individual and takes a holistic view.' They acknowledge the impact of the school's Christian foundation in their children's enthusiasm in talking about prayer. Governors have secured good leadership of worship and RE and both areas meet statutory requirements.

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