

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Steyping Church of England Primary School			
Address	Shooting Field, Steyping, West Sussex, BN44 3RQ		
Date of inspection	23 January 2020	Status of school	Voluntary controlled primary
Diocese	Chichester	URN	125996

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Steyping Church of England Primary School has 402 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages, however the proportion with EHCP and complex needs is above national levels. The school has a special support centre for pupils with speech and language difficulties.

The school's Christian vision

'Do everything in love; we do our best in all we do and all we say, with God's help.'
(based on 1 Corinthians 16:14)

We aim to live and learn through four key pillars: a love of learning, a love for oneself, a love for each other, and a love for the world around us. Our values are love, happy, respect, collaborative, curious, brave.

Key findings

- Strong leadership from the headteacher, supported by a committed team, has established a Christian vision which impacts positively on behaviour and relationships, nurturing the well-being of pupils and adults alike.
- The process of developing the vision and values has strengthened the school as a Christian community where children and adults are happy, collaborative and respectful.
- The curriculum inspires curiosity from pupils; they are keen to explore learning and express themselves creatively and articulately.
- The revised programme of learning for religious education (RE) promotes pupils' understanding of a range of religions and world views.
- Collective worship provides opportunities to explore faith-based values which guide pupils' behaviour and relationships. Pupils say that they would like to be more actively engaged in leading collective worship.

Areas for development

- Introduce a systematic and analytical approach to monitoring the effectiveness of the school as a Church school by leaders and governors.
- Develop sustained links to promote global citizenship so that pupils have a deeper understanding of their place in the world.
- Give pupils greater ownership of collective worship by empowering them to plan, lead and evaluate.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The headteacher has skilfully led the collaboration of staff, governors, pupils and parents to create a theologically rooted vision that influences policies and practice. Based upon 1 Corinthians, the vision 'Do everything in love' is informed by the local context and is modelled consistently by the staff. The vision threads through all areas of school life including collective worship and religious education. The vision and values promote high aspirations and guide pupils in their choices and relationships. Behaviour is excellent and pupils of all ages are polite. Pupils seek to resolve any disagreements with their peers supported by a team of playtime buddies. Parents comment that the change in the school's ethos has positively improved behaviour. Evaluation of the vision includes the views of all groups in the school community. Pupils are very happy at this school.

The areas for development highlighted in the previous denominational inspection have been addressed to good effect. A clear induction programme guides new staff to understand how the Christian vision and values are lived out through the key pillars of a love of learning, love for oneself, love for each other, and love for the world. Staff comment that this approach quickly makes them feel part of the team. They praise the strong sense of belonging and attribute this to the vision. Clear leadership of religious education has strengthened the programme for learning, enabling pupils to develop a deeper understanding of Christianity and awareness of world views. The importance of the Trinity is explored through RE and pupils understand that it 'represents God in three ways.'

In line with the school's vision, leaders seek to provide the best possible learning opportunities for pupils so that they develop a love of learning. A broad and creative curriculum promotes curiosity through a series of enquiry questions, and pupils achieve well, most making strong progress. Outcomes have improved and are generally in line with the national average. Governors have focused financial and human resources so that all pupils can flourish. Outcomes for disadvantaged pupils have improved. The provision for vulnerable pupils, and the focus on pupils' wellbeing is strong. Pupils feel they are nurtured by staff to overcome difficulties and become the best they can be.

A varied programme of clubs, music and sporting opportunities contributes to enriching pupils' experience. Systems for encouraging collaboration and debate amongst pupils of all ages are embedded. They understand the importance of respect. They know this involves them listening to the views and beliefs of others whose viewpoint may be different from their own. This encourages reflection and personal spiritual growth. A focus on taking care of our world through a project on 'Mother Earth' linked learning across the curriculum to inspire pupils to make a difference. Reflecting the school vision, the school places great value on being part of the local community and helping others. Pupils speak enthusiastically about how they contribute through donating food gifts at harvest time and making decorations for a special Christmas lunch organised by a local business for people who would otherwise have been alone. As a result, pupils gain an understanding of inequality and injustice. Opportunities for links globally are more limited.

Leaders and governors have collaborated to drive the school forward. Governors take their monitoring role seriously, meeting regularly to discuss the improvements. However, systems for analysing and evaluating the impact of these improvements are not securely linked to the vision and values and therefore lack sharpness. Training is given high priority and has enabled all staff and governors to learn and grow in their roles. Leaders have accessed diocese-led training which has resulted in improvements to teaching and learning in RE and in a better understanding of Church school distinctiveness. As a result, staff are better supported for working in a Church of England school context.

Careful thought has been put into improving provision in RE so that it expresses the school vision and values. Pupils enjoy the subject and articulate how important it is to develop respect for others through exploration of a range of faiths and worldviews. The RE curriculum plan has been updated and a system of assessment introduced. Staff are effectively supported in teaching RE by the subject leader. Training has enabled staff to teach the subject with confidence. The enquiry approach encourages pupils to actively engage in thinking and staff comment that this has encouraged them to raise more questions about faith and what influences believers. The

questions raised by pupils inform discussions in RE and this contributes to their spiritual and personal development.

Collective worship is central to the exploration of the school vision and values. The importance of community is evident in the whole school coming together for collective worship. Through collective worship and RE pupils learn about the Trinity, Christian festivals and Bible stories. Bible stories are linked to the school vision and values and links are made with everyday life. As a result, pupils have developed an understanding of the Christian faith and significant events in the Church year. Pupils are able to reflect on how the stories of the Bible influence their behaviour. They understand that key messages guide them in their actions; one pupil described how collective worship and the Bible are 'advice for life.' The school community benefits from a range of styles of worship, led by the headteacher, the vicar, the curate, and visitors. Parents join school services in Church to mark celebrations such as Christmas and Easter. Pupils enjoy participating in the interactive worship led by the Open the Book team drawn from the local community. They say that they would like to have more opportunity to lead collective worship and express themselves. Pupils enjoy the creative opportunities that collective worship provides for further reflection in the week. Weekly buddy worship enables older pupils to meet younger pupils to discuss the theme of the week. This contributes well to the sense of community and provides opportunities to practise collaboration and respect. Opportunities for reflection and prayer have been developed across the school. Pupils say they value time to pause and think about themselves and others.

Headteacher	Sue Harrison
Inspector's name and number	Susan Costa 902