

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

<b>St Margaret's Church of England Primary School</b>			
Address	Whiteway Lane, Rottingdean, Brighton, BN2 7HB		
Date of inspection	10 March 2020	Status of school	Voluntary aided primary
Diocese	Chichester	URN	114537

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

St Margaret's is a primary school with 182 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 below the national averages. A new vicar has been appointed and there have been significant staff changes, including the headteacher and RE leader, since the last SIAMS inspection.

### The school's Christian vision

Grace, Strength, Love. "I can do all this through Him who gives me strength," Philippians 4:13. Our children thrive in a setting which embraces God's love in all we do. They are supported to learn in an inspirational and inclusive environment and to be resilient, confident and compassionate lifelong learners contributing positively to the local and global communities.

### Key findings

- Underpinned by a deeply Christian vision, St Margaret's is a nurturing school with a strong commitment to community, wellbeing and enabling everyone to achieve their full potential. As a result, pupils and adults flourish at the school.
- Senior leaders, staff and governors articulate a clear and shared vision. However, some pupils and parents do not have a secure understanding of the vision.
- The vision and values are explored through collective worship, which is central to daily school life for pupils and adults. Pupils currently have limited opportunities to contribute to the planning and leading of worship.
- RE makes a positive contribution to the spiritual, moral, social and cultural development of pupils. Pupils learn about a number of world religions. RE assessment is in the process of being developed further.

### Areas for development

- Continue to embed the vision, so that pupils and parents are confident about how it impacts the daily life of the school community.
- Improve the pupils' voice in the development of worship so they have more involvement in the planning and leadership of worship to engage them further.
- Embed consistent approaches to RE assessment so that it helps to inform future planning.

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**

St Margaret's is a nurturing school, with a strong focus on being a welcoming and inclusive community. This is a clear expression of the school's Christian vision which is centred on 'Grace, Strength and Love.' The current headteacher has been relentless in driving forward developments at the school. This has led to significant improvements including increased Christian distinctiveness, higher pupil outcomes and developments to the school grounds and buildings.

The vision and values have been thoroughly reviewed and a new version was introduced this academic year. This vision now effectively informs school development plans, policies, the curriculum and collective worship. Senior leaders, staff and governors articulate the vision with passion. However, some pupils and parents are less clear about the content of the school's vision. The headteacher and governors are effective in monitoring the impact of the vision across different aspects of school life and this is shaping school improvements and priorities. Respect and inclusivity are championed by pupils as well as adults. The importance of respect and being inclusive of everyone interlinks with a strong focus on wellbeing. This ensures that everyone feels valued and cared for as a member of the school community. As a result, pupils and adults flourish.

The vision is seen in daily actions at this caring and community focused school. It ensures a holistic approach to meeting individual needs, which focuses on the academic progress of pupils, staff training and spiritual development opportunities for adults and pupils. In line with the school's vision, to support pupils to become compassionate lifelong learners, school leaders are resolute that every pupil has the opportunity to develop their full potential. The significant changes to the curriculum is an example of the effectiveness of school leaders in bringing about improvements to teaching and learning. As a result, pupils experience a broad and balanced curriculum which provides support for their personal growth and development, as well as academic rigour. Pupils are positive about their learning and aspire to do well. Pupils with special educational needs and/or disabilities and other vulnerable pupils are supported very effectively. This ensures that all pupil groups make good progress and achieve well. Parents value the holistic education that all pupils receive.

Daily collective worship promotes and reinforces positive attitudes to learning. Collective worship enables pupils to experience different worship styles and traditions, which broadens their understanding of how Christians worship. It also offers pupils a range of opportunities to engage with the Christian message. Whilst pupils are active participants in collective worship, they have limited input into planning and leading worship. Collective worship is made relevant for pupils and staff by linking Bible stories to the school vision, values and examples from everyday life. However, not all pupils are able to recall the Bible stories they have heard and how they link with the school's values. Reflection and/or prayer in collective worship contributes to the spiritual development of adults and pupils. Pupils regularly consider their own spirituality through discussions, sharing their thoughts and asking challenging questions. This helps them to develop their own views about faith and beliefs. In addition, reflection areas in the classroom provide a visual focus for reflection and/or prayer during the school day. Through collective worship and RE, pupils learn about the Trinity and a range of Christian festivals. They are not as clear about the importance of the Eucharist for Christians. They have a growing understanding of the Christian faith and celebrate a wide range of significant events in the church year. Parents value the spiritual opportunities and experiences that their children benefit from by attending a church school.

Shaped by the school vision and values, pupil behaviour is of a high standard. Some pupils are able to share how the values of respect and community support them in their care for others. Older pupils support younger children in a range of activities such as reading and different year groups regularly play together. 'Bully Busters' help their peers to resolve issues and to forgive others on the rare occasions that it is needed. Pupils of all ages develop a respect for the views and beliefs of others by studying a number of world religions in RE and through the teaching in collective worship.

'Contributing positively to the local and global communities' is seen in partnerships with school families, the parish, the village and beyond. Parents value the size of the school, the pastoral care and the strong sense of community, where every child is known by the staff and their peers. Parents find the headteacher and staff very

approachable: there is open communication and prompt, collaborative working with families. School care also extends to additional support for families facing difficult situations. The school is well integrated into the parish and village community through participation in a range of events. The vicar in particular makes a significant contribution to the school community. Parents welcome the opportunity to join with the school for church services and this has encouraged additional families to attend church activities. The school has a pending link to a community in Africa in partnership with the parish church, to help pupils to consider wider global issues and to gain a clear understanding of Christianity as a living world faith. Staff and governors have benefitted from diocese led training. This has resulted in improvements to teaching and learning in RE. The school community as a whole is involved in a range of social action initiatives with a number of local, national and international charities. In line with the school vision, this is helping pupils to be, 'compassionate lifelong learners contributing positively to the local and global communities.'



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### **The effectiveness of RE is Good**

Across the school the majority of pupils make good progress in RE, including pupils with additional needs. Appropriate provision is in place for those working towards age related expectations. Assessment in RE is in the process of being developed further so that there is greater uniformity in the approaches used across all year groups. RE teaching is good in a majority of classes because the school ensures that staff are supported, and training is available.

Headteacher	Rachel Kershaw
Inspector's name and number	Gillian Bradnam 935