

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Walberton and Binsted C.E. Primary School			
Address	The Street, Walberton, Arundel, West Sussex, BN18 0PH		
Date of inspection	04 March 2020	Status of school	Voluntary controlled primary
Diocese	Chichester	URN	125997

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

Walberton and Binsted is a church controlled primary school with 202 pupils on roll. The majority of pupils are of white British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has close partnerships with its local community, church and other nearby church primary schools.

The school's Christian vision The Joy, The Journey, The Learning

To grow as individuals within our community, both children and adults, in knowledge and in spirit, developing fully our God-given gifts.

To encourage a love of learning on our lifelong journey.

To live out our values openly and truly.

"Be Bold, be strong for the Lord your God is with you" *Joshua 1*

Key findings

- The revised Christian vision and values, promoted by the strong Christian leadership of the headteacher, solidly underpin the school's Christian distinctiveness.
- The vision and values deeply underpin all aspects of school life ensuring effective provision and outcomes for all pupils and staff, and strong caring relationships across the community.
- Collective worship and prayer are strong, central features of the daily life of the school firmly reflecting the vision and values, and significantly contributing to the school's Christian distinctiveness.
- RE has considerably developed to more accurately express the school's vision by the adoption of the Understanding Christianity teaching materials.

Areas for development

- Develop partnerships with the wider global community to broaden curriculum opportunities for pupils that strengthen their understanding of diversity.
- Develop the role of the Ethos Committee to give pupils greater ownership of collective worship and the development of the school's Christian distinctiveness.
- Embed the new Understanding Christianity teaching materials to strengthen the development of effective, high quality RE teaching and learning.

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 school's well-established Christian character has been strengthened by the recently revised school vision. Seven Christian values, linked to biblical teaching, enable the school community to live out the vision and shape future developments. The vision and values are deeply embedded throughout the school and are well known by all stakeholders. They are promoted by the strong Christian leadership of the headteacher and modelled by staff and pupils. School leaders and governors clearly articulate the vision's biblical roots and pupils readily recall the values, linking them to Bible stories. Both pupils and adults talk about the difference the vision and values make to them personally and to the daily life of the school. For example, one pupil with a sporting aptitude persevering to achieve success and aspiring to be an Olympic champion.

The vision informs the school's child-centred curriculum and provision and ensures that pupils' attainment and progress is in line with national expectations and improving year on year. A 'love of learning' is nurtured through an active enquiry-based approach which is adapted effectively to meet the needs of all pupils. There is strong provision and carefully targeted support for pupils with special educational needs or disabilities (SEND), including a part-time counsellor to work with pupils requiring emotional support. Staff know all pupils very well and make appropriate provision for their pastoral needs and wellbeing. This includes wide ranging extra-curricular activities such as sport and music that enable pupils to develop fully their 'God given gifts'. Pupil mental health is prioritized through nurture programmes and 'mindfulness' training. Parents speak highly of the school's caring, nurturing ethos and report how it impacts positively on relationships at home.

Effective monitoring and evaluation, by governors and school leaders, inform school improvement planning and priorities. For example, the recent adoption of the Understanding Christianity materials in RE. The school provides good opportunities for stakeholder feedback and pupil voice is strong. The new pupil Ethos committee has given pupils greater involvement in developing the school's Christian distinctiveness. Improvements they have identified include establishing further prayer and reflection areas and greater involvement in planning and delivering worship. Their role in implementing these improvements needs further development. Good opportunities are provided for staff to develop their expertise and understanding of church school education, enabling them to flourish professionally and support pupils effectively. The school's enthusiastic and effective RE lead teacher works collaboratively with other local church primary schools to develop good practice but this work is not yet fully completed.

Collective worship is a central feature of the school enabling the school community to 'grow in knowledge and in spirit'. It focuses on the school values such as love, faith and kindness with clear links to biblical teaching. The values are keenly followed up beyond worship with pupils and staff engaging in, for example, random acts of kindness towards others. Worship is led by staff, clergy from the different local churches and pupils in their class worship, ensuring pupils experience a range of worship styles. Greater pupil involvement and ownership in planning and leading worship requires further development. Worship includes the key elements and traditions of Anglican worship which pupils understand. They confidently articulate that a lighted candle represents Jesus being the light of the world and display an age appropriate understanding of the Trinity. Prayer and reflection opportunities are a valued and integral part of worship. They extend into the wider culture and life of the school, contributing to the numerous opportunities for pupils and staff to 'grow in spirit' provided within the curriculum, worship and RE. Prayer opportunities are strongly encouraged through engaging areas in classrooms, the public atrium and outdoors, and enhanced by school-based prayer weeks. Pupils are 'strong and bold' in their confidence in writing and talking about prayers and what prayer means to them. Parents appreciate the different prayer opportunities and some report how prayer is now part of their child's home life.

The school values of love, respect and kindness are reflected in the positive behaviour and social development of pupils. High quality care and relationships are clearly evident across the school community and reflected in pupils' positive attitudes towards adults and each other. The well-established system of older pupils 'buddying' younger pupils at breaktimes and walking into worship exemplifies the care and concern pupils show for each other. The school's Christian values influence pupils' behaviour. For example, members of the school Council explain how the values of aspiration and respect help them perform their role and achieve. Pupils understand and can articulate the importance of forgiveness and reconciliation when relationships break down. Pupils enjoy school and both behaviour and attendance are good. Staff relationships are strong and they describe the school

as a caring, supportive family. Good staff mental health and wellbeing is actively promoted and all staff have another staff member 'Guardian Angel' watching over their wellbeing.

The school provides good opportunities for character and moral development which reflect the vision to live out 'our values openly and truly'. Respect for each other is enhanced by learning about diversity through different faiths in RE, visitors from, for example, the 'Just Different' charity, and through effective partnerships with the local churches and community. Kindness is promoted through visits to the local dementia care home and engagement with local charities supporting sick children and homeless people. The Ethos Committee, School Council and Eco Team foster pupil responsibilities. They identify school developments and charitable/social actions to engage with such as saving animals from extinction. Church visits at key times of the year and the pupil led Education Sunday service in school, attended by the community help to develop an understanding of faith. Opportunities to live out the vision and values through partnerships with more culturally diverse communities in the wider world are an area for development.

RE is a priority development in the school and is increasingly more accurate in expressing the school's vision. The Understanding Christianity teaching materials and new assessment systems have recently been adopted enabling pupils to 'grow in knowledge and spirit' by improving their understanding of Christian concepts. RE develops respect by enabling pupils to express their views and opinions in response to 'big questions' posed in lessons. This is enhanced by visitors to school sharing their different faiths and festivals such as Diwali promoting pupils' understanding of world faiths. There are good staff development opportunities on using the new RE materials and assessments which are impacting positively on RE teaching and learning. However, these materials and assessment need more securely embedding to be fully effective.

Headteacher	Laura Brockhurst
Inspector's name and number	Richard Dyer 513