



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Tufnell Church of England School	
Address	Pennyfields, Bognor Regis, PO22 6BN
School vision	
<p>As an inclusive and nurturing church school, we all work together as one on a journey towards excellence.</p> <p>We provide a rich and motivating curriculum that teaches children to become confident, independent learners with skills for life.</p> <p>Our aspiration is that at Bishop Tufnell, everyone flourishes in our school, achieving their full potential.</p> <p>Our success is rooted in our Christian values as we walk in the footsteps of Christ.</p>	
School strengths	
<ul style="list-style-type: none"> • The clear, ambitious, Christian vision is lived out across the school. It is central to the school's determination and direction in its journey of continuous improvement 'towards excellence.' • The well-known vision drives the culture of this caring and nurturing school. This enables pupils to develop as confident, compassionate and resilient learners. • Collective worship is central to the school day. It provides moments for spiritual growth and enhances the tangible sense of community and common purpose. This embeds the Christian vision and the values that underpin it. • Religious education (RE) is very well-led. Excellent use is made of professional development to ensure confidence in non-specialist teachers. This enables RE to be taught in engaging and creative ways. • Pupils are enthusiastic about RE lessons. As a result, they make good progress and talk confidently, and accurately, about what they have learned about world faiths, including Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the emerging vision for spirituality across the curriculum. This is to enhance the spiritual development of pupils and adults. • Extend opportunities for pupils to further explore issues of justice. This is so that all understand how they can become agents of change and are empowered to live this out. 	
Inspection findings	
<p>Bishop Tufnell is a highly effective Church school. Its Christian vision has been at the centre of its 'journey towards excellence' since it was formed. It is understood and lived out by adults and pupils. Consequently, the Christian vision is equally relevant for the school today, enriching the lives of all. Governors and leaders work closely to provide clear strategy and high expectations. Every strategic decision taken is rooted in the school's Christian vision. There is a relentless focus on ensuring that</p>	

staff and pupils thrive. As a result, a positive, caring and happy atmosphere permeates the whole school. Pupils and staff value the school feeling like a loving family. All are known and cared for as unique individuals which ensures their needs are met. Staff appreciate the wide range of opportunities for personal and professional development that are available to them. Senior leaders in the school are highly skilled in recognising potential in staff and nurturing leaders of the future. As a result, the school, driven by its Christian vision, enhances the lives of adults and pupils.

Collective worship sits at the heart of the school. It provides a strong foundation to each day and is enjoyed by pupils and staff. High expectations for the quality of provision are rooted in the school's Christian vision and associated values. These are embedded in leaders' careful plans for worship. The spiritual development of adults and pupils is enhanced through invitational moments of quiet reflection and prayer. Opportunities for pupils to sing, take part in role play and share their own prayers further enhance their spirituality. The regular contribution of local clergy, from a variety of churches has a clear positive impact. For example, taking part in an Ash Wednesday service enables pupils to experience a range of styles of worship. This also develops the pupils' understanding of the pattern of the Church year. Leaders, including governors, carefully monitor and evaluate the effectiveness of collective worship. The spiritual development of staff is enhanced through opportunities to worship with local clergy.

Relationships across the school are excellent. This is because the Christian vision sets high expectations of all members of the school community. Everyone is clear that as they 'follow in the footsteps of Christ' they are living out their school values. The focus on hope, forgiveness, respect, thankfulness and trust creates a culture where positive behaviour is evident. As a result, the atmosphere across the school is calm and purposeful. Linked to the vision, effective use is made of restorative justice practice when problems occur in relationships. Consequently, pupils become confident, resilient and compassionate learners. Parents feel welcomed in the school. They do not hesitate to share any concerns and work in partnership with staff.

Senior leaders are relentless in ensuring that the curriculum provided for pupils is ambitious and does not put limits on learning. Effective partnerships with the local authority and the diocese enhances professional development for subject leaders. As a result, the curriculum is engaging and inclusive. The school makes effective use of 'pop up' large prayer spaces which enrich the spiritual life of pupils and staff. Consequently, pupils routinely use a smaller prayer corner in the school to share their prayers with the community. The school is at an early stage of developing a shared understanding of spirituality. Their creative approach involves the Japanese concept of Kintsugi (repairing broken pottery with gold glue) being considered alongside Biblical imagery. For example, clay pots illustrating God's relationship with people are likened to a potter's relationship with clay. Pupils can therefore visualise the importance of how learning from life's experiences enhances personal spirituality. However, this is not yet embedded across the curriculum.

Pupils take an active role in the life of the school. They act as school council representatives and eco representatives where their insights and opinions are valued and celebrated. The school council selects school charities and raises the profile of school issues, such as 'kind hands across the school'. Through reference to relevant news items pupils regularly consider issues relating to justice globally and locally. As a result, groups of pupils engage with the council on issues of diversity and the local environment. Inspired by the vision individual pupils do not hesitate to act for change within their local community. Pupils readily refer to their school values when discussing issues of fairness. However, opportunities for them to develop the confidence to become independent agents of change beyond their locality are less developed.

RE is given high priority in the school and is very well-led. The curriculum is carefully planned and sequential. Excellent use is made of continuing professional development for staff to ensure that

non-specialists feel confident in their teaching. Pupils demonstrate a clear knowledge of a range of world faiths, including Christianity. They have some understanding of how Christian practice varies across the world, but this is less secure. Pupils speak enthusiastically about RE lessons. They enjoy getting to know the Bible through regular learning activities which embed their knowledge of teachings central to Christianity. Visits to a local church enhance their understanding of Christian practice. Pupils value the opportunity to develop their understanding of faith and worldviews beyond their local context.

The progress made by pupils in RE is very carefully monitored. Even the youngest pupils talk with confidence about how they are exploring the nature of God across world faiths. They are excited to share their learning from key events in the Old and New Testaments. Older pupils can confidently discuss challenging Christian teachings such as the Trinity. Careful assessment is made at the end of each unit. This is used to develop and refine the RE programme. Pupils particularly enjoy creative assessments that might include art, drama or poetry. Governors are very active in their monitoring and evaluation of RE. They ensure that provision is effective, and the curriculum is balanced and well-structured. Pupils make good progress in RE and value the contribution it makes to their lives.

The inspection findings indicate that Bishop Tufnell Church of England (Aided) Primary School is living up to its foundation as a Church school.

Information			
Inspection date	30 January 2024	URN	126050
VC/VA/Academy	Voluntary aided	Pupils on roll	377
Diocese	Chichester		
MAT/Federation			
Headteacher	Nick Sharp		
Chair	Nick Hughes		
Inspector	Nicki Edwards	No.	2207