

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School, Washington	
Address	School Lane, Washington, Pulborough, RH20 4AP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent

School's vision
<p>Our school vision is 'education for life in its fullness', this enables every member of our school community to flourish. We underpin all we do with our five aspirational core Christian values (Service, Teamwork, Ambition, Resilience, and Self-control).</p> <p>John 10:10 I have come that they may have life, and have it to the full.</p> <p>At St Mary's we believe to achieve a fullness of life you have to reach for the S.T.A.R.S.</p>
Key findings
<ul style="list-style-type: none"> • The vision, securely promoted by its five Christian values, profoundly underpins all aspects of school life and development. • The school's deeply caring, nurturing ethos is a strength. It is clearly reflected in the positive relationships and behaviour the community demonstrates towards each other. • There is a strong, mutually beneficial partnership with the local church community. This impacts significantly in promoting the vision. Partnerships with the wider global community are underdeveloped. • A diverse range of quality spiritual development opportunities are provided, especially through the church partnership. However, these do not fully promote the vision effectively. This is because a policy, shared understanding and approach to spiritual development are in the early stages of production. • Collective worship, richly supported by the local church community, securely expresses the vision and contributes substantially to pupils' flourishing.
Areas for development
<ul style="list-style-type: none"> • Develop a whole school understanding and approach to spiritual development to ensure existing opportunities promote the vision more effectively. • Develop partnerships with the wider global community to strengthen pupils' understanding of diversity.



Inspection findings

St Mary's vision profoundly underpins all aspects of this good school and its development. It is securely promoted in daily life through five deeply embedded Christian values. The whole community know and understand them, admirably demonstrating these in their actions. Pupils recognise the importance of the values in supporting them to live full lives enabling the flourishing of all. Year 6, for example, quote teamwork and resilience as crucial for their secondary education. Leadership at all levels is strong. This is reflected in the support they give to other local schools. The governing body's knowledge of St Mary's and its strategic development is good. They provide clear critical support and challenge to the leaders. Monitoring the impact of provision in achieving the vision is effective and accurately informs future developments.

A rich, carefully chosen curriculum strongly promotes the vision. New exemplary teaching resources and practices adopted since covid are becoming increasingly embedded. The school is pro-actively inclusive and adapts the curriculum appropriately to ensure all pupils have equal opportunities. High quality targeted interventions support those with special educational needs or disabilities (SEND). Designated funding is used efficiently such as employing a learning mentor and enabling access to extracurricular activities. Outdoor learning and diversity are two of the school's curriculum pillars. Good use is made of the grounds and trips to promote these. For example, a visit to a synagogue to promote knowledge and awareness of the Jewish religion. Promoting understanding of diversity through partnerships with the wider global community is underdeveloped.

A strength of the school is its deeply embedded caring and nurturing ethos. This creates a warm, friendly, family feel that contributes significantly to the community flourishing. It is reflected in the positive relationships and behaviour everyone demonstrates towards each other. Examples include pupils being courteous to adults, displaying teamwork in class, and supporting infants in various ways during the day. Staff give genuine, caring support to each other professionally and personally. Parents rightly speak of the school's compassionate ethos and its positive impact. Provision promoting good mental health and welfare is strong using exemplary practices such as regular forest school experiences. Quality nurture activities, including gardening club and sensory circuits, help develop self-regulation skills and a positive mindset for learning. Behaviour is positively managed by a recently introduced therapeutic approach. Pupils understand the importance of forgiveness, enjoy school and their attendance is good. Provision for staff welfare is equally effective. Workload is carefully monitored and changed to ensure an appropriate work-life balance. A prayer box and weekly cakes provided by the local church community enhance their welfare. Consequently, they feel valued and respected resulting in high levels of staff retention. The school's exemplary provision and practices impact substantially in enabling the community to flourish.

An impressive range of pupil leadership roles actively promotes their character development and involvement in school decision making. These give them good opportunities to express their opinions, hopes and aspirations, which they do with dignity and respect. They speak confidently of how the vision and values support them in these roles. Pupils are active courageous advocates, reflected in the school gaining the Global Neighbours Bronze Award. They passionately support their chosen charity and engage in social action to bring about changes they consider important. For example, writing persuasively to decision makers such as the Home Secretary and school caterers. They also work closely with the church to serve the local community by supporting a local foodbank.

Collective worship is a special part of the day. It is richly supported by a strong, mutually beneficial partnership with the local church community. It securely expresses and promotes

the vision through half termly themes reflecting on the school's values. Meticulous planning is imaginatively delivered by adults and pupils using a rich variety of different formats. High quality worship delivered weekly by a member of the local church is eagerly anticipated, engaging and inspirational. It is greatly enjoyed by all who attend. Consequently, pupils gain a solid knowledge and understanding of Anglican traditions, including the different ways Christians worship. Evaluation by the pupils 'faith group' and school leadership is thorough and meaningfully informs future developments. Class reflection books clearly show the impact.

Prayer and reflection form an integral part of worship and school life. They are enhanced by attractive 'sacred areas' in classrooms, public areas and the grounds. Pupils understand the significance of prayer, describing this as time for talking and listening to God. Spiritual development is very good. Diverse opportunities are integrated into the curriculum including effective use of the grounds and forest school. Embracing the rich opportunities provided by the wider outdoor environment is underdeveloped. This is acknowledged in the school's improvement plans. The inspirational actions of the local church community, who visit weekly, strongly enhance spiritual development. For example, holding prayerful activities for pupils in a converted shed creating a vibrant, interactive outdoor 'sacred space'. However, the opportunities provided by the school are not fully effective in promoting the vision. This is because a policy, shared understanding and approach to spiritual development are in the early stages of production.

Religious education (RE) securely promotes the vision. It provides a solid Christian foundation for life using diocese approved teaching materials and enables pupils to flourish as confident learners. Planning is good, promoting an engaging curriculum that enables pupils to confidently explore key concepts in various faiths. Consequently, they have an age-appropriate understanding of Christianity, the Trinity, and a range of world religions. Positive opportunities are provided for them to reflect on their learning and confidently discuss big questions with dignity and respect. Robust, accurately recorded assessment enables teachers to clearly know how and what pupils are learning. Monitoring and evaluation are effective. This accurately informs the development of teaching and staff training, ensuring the high quality RE is sustained.

Information			
School	St Mary's Church of England Primary School, Washington	Inspection date	14 July 2023
URN	125999	VC/VA/Academy	Voluntary controlled
Diocese/District	Chichester	Pupils on roll	96
Headteacher	Keeley Houston		
Chair of Governors	Ralph Beard		
Inspector	Richard Dyer	No.	513