

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

## Clapham and Patching Church of England Primary School

### Vision

We believe that a happy child is a successful one. Our vision is for our children to be confident, kind and responsible individuals who, aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated.

We learn, love and flourish with God.

### Strengths

- The deeply embedded Christian vision permeates all aspects of school life and is cherished by pupils, staff, parents and community. Its impact makes a tangible difference to those in the school community, the South Downs Education Trust and beyond.
- Leaders create a culture that values, loves, welcomes and includes every person. The school is a safe and secure haven for vulnerable and disadvantaged pupils and for the school community. They are treated equitably and with dignity and supported to flourish as individuals.
- The cohesive and dedicated staff team live out the Christian values, supporting the growth and development of the school community. Leaders and staff strive to exceed expectations and provide the best for the pupils and their community.
- The school's commitment to a culture of justice and responsibility ensures pupils understand their impact locally, nationally and internationally. Inspirational and experiential opportunities to make a difference for pupils in another culture connects the school community to its vision.

### Development Points

- Ensure that the process of evaluation of the impact of the vision is fully embedded and engages all leaders. This is to make certain that effective actions for improvement impact the flourishing of pupils and staff.
- Fully embed the approach to spiritual development and the shared language of spirituality across the curriculum. This is to ensure that spirituality is planned and enhanced within the provision for the whole school.
- Further develop the extent of enquiry in religious education (RE) to build on the strong curriculum framework already in place. This is to support pupils to explore deeper ideas, questions and worldview perspectives in their learning.



## Inspection Findings

A culture of kindness, care and welcome encompasses the Clapham and Patching Church of England Primary School community. This small school is a vibrant expression of its Christian vision, flourishing from imminent closure to a thriving school community. Rooted in the parable of the mustard seed, leaders create a culture which is a living expression of the vision. The five well-known core values underpin the school's articulation of the Christian vision, and that of the trust. This reinforces their strong synergy and partnership clearly seen in the development of staff and the academic offer for pupils. Pupils and staff show a deep understanding of the vision and values drawing on Bible stories and real-life examples. As a result, a powerful sense of belonging permeates relationships and all aspects of school life. People know that they are valued, loved and supported to flourish as part of this compassionate community. The church, diocese, trust and governors are actively engaged in school life and the development of the school. Strong partnerships with the diocese enable leaders to embed a clear framework for the development of spirituality and improvement. Effective monitoring and developing evaluation processes ensure leaders and governors have a good understanding of the impact of the vision. This supports and enhances the ongoing development and growth of the school, enabling pupils and adults to thrive.

The rich curriculum has been intentionally designed to enhance learning for pupils in mixed-age classes. The Christian vision and values underpin learning and opportunities to explore them are interwoven throughout the curriculum. High quality activities which deepen learning through regular visits to the secondary school support pupils to aspire. As a result, pupils engage confidently with experiences that impact on their learning, and personal and spiritual development. Effective curriculum leadership is underpinned by strong professional development and training by leaders and the trust. Planning focuses on ensuring the curriculum is accessible and inclusive to meet the needs of pupils. Consequently, pupils are well supported to engage effectively with their learning and to flourish. Rich opportunities to develop spiritually are integral in the curriculum but are not always intentionally planned. Enrichment such as outdoor learning and whole school trips provide pupils with time for personal reflection. Staff, clergy and pupils articulate that these give space and an appropriate setting to explore spirituality. As a result, pupils are supported to express themselves effectively and to thrive individually and as a school community. Leaders have sought to embed a shared language of spirituality to enable staff and pupil growth. However, this is not developed sufficiently to see its full impact on enabling spiritual development.

Collective worship is central to school life and is a living expression of the school's Christian vision and values. The worship council, staff and clergy share in the effective planning and leading of worship. Daily worship enables pupils to explore school values through Bible stories and apply them to their own contexts and community. This ensures that pupils are actively engaged and involved in the exploration of faith and spirituality. Prayer is a key aspect to each school day. Parents recognise the impact of prayer and spiritual development on pupils' experience in school and at home. Family worship held at the church is highly valued by parents. They are invited to attend and participate in worship events which supports their understanding of the Christian vision. Integral partnerships with the church and the diocese enhance collective worship. The local vicar and the church community enrich worship and links with the community, playing a full role in school life. As a result, pupils see the two churches as an extension of their school, and benefit from deep models of spirituality. This enhances their experiences and supports their flourishing. Reciprocal support and development between the trust and the school enriches worship in the school and across the trust. This provides a positive link between the schools and ensures a supportive transition.

Pupils, staff and parents identify that the school's culture of care and kindness enables them to flourish. Leaders and staff model the Christian values through their interactions and strong relationships with pupils and parents. Parents articulate that leaders exceed expectations to ensure that families are cared for and supported, particularly in hard times. Pupils are enabled to thrive through inclusive practices and approaches to learning



that meet the individual needs of each learner. As a result, they grow in confidence personally and academically and are seen to flourish in this caring setting. The strong bond of respect within the school community is further enhanced by the integral relationship with the trust. Staff wellbeing and mental health is a high priority for school and trust leaders. Policies and practice, such as the staff wellbeing day and welfare programmes ensure that staff are cared for and flourish. This enables pupils to thrive.

Leaders create an outward-looking culture of service. The values and vision create a sense of responsibility to care for the school community and the wider world. Intergenerational reading and regular visits to the residential care home ensure that pupils' experience helping others. Partnering with charities which reflect the school's community supports pupils to explore their responsibilities and social justice. Through the Gambia project pupils experience the effect of their giving and are able to understand their impact and responsibilities. The experience of seeing that staff and community members have taken their gifts to children in Gambia is transformational. Pupils are inspired to act courageously to make changes in their own lives and the lives of others. They are enthusiastic advocates of social justice and service, living out the school's vision.

RE is highly valued and high priority. Teaching is underpinned by a rich and balanced curriculum interwoven with the Christian vision and values. Implementation of the curriculum is supported through training and development from the diocese and the trust. Pupils enjoy RE and have a strong recall of prior learning, drawing on Bible stories and information about world faiths and worldviews. An experiential approach to RE, for example through visiting places of worship and faith visitors in school, enriches pupils' experiences. As a result, pupils engage with RE effectively and are supported to explore faith and spirituality. The curriculum is appropriately balanced between the exploration of Christianity and world faiths. Pupils understand Christianity as a diverse, global faith and can articulate how this relates to their own learning and experiences. Opportunities for pupils to explore deeper questions and worldviews are in the early stages of development. Leaders acknowledge that this is part of the ongoing deepening of the RE curriculum and are developing opportunities through planning.

## Information

Address	The Street, Worthing, West Sussex BN13 3UU		
Date	23 October 2024	URN	148170
Type of school	Academy (formerly Voluntary Controlled)	No. of pupils	60
Diocese/District	Chichester		
MAT/Federation	South Downs Education Trust		
Headteacher	Justine Chubb		
Chair of Governors	Jo MacGovern		
Inspector	Jeremy Piper		