

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Petworth Church of England Primary School

South Grove, Petworth, West Sussex, GU28 OEE

Current SIAMS inspection grade	Good
Diocese	Chichester
Previous SIAMS inspection grade	Outstanding
Local authority	West Sussex
Date of inspection	5 March 2018
Date of last inspection	11 July 2012
Type of school and unique reference number	Voluntary controlled 125990
Headteacher	John Galvin
Inspector's name and number	Gillian Bradnam 935

School context

The school is a smaller than average-sized primary school. In June 2015 the school was judged to be requiring improvement by Ofsted. An inspection in May 2017 maintained this judgement. The pupils are predominantly of White British heritage. The number of pupils with disabilities and/or special educational needs is similar to the national average, with those known to be eligible to receive pupil premium below the national average. There have been significant staff changes since the last inspection. The current headteacher joined the school in January 2016, there is a new deputy head and new parish priest.

The distinctiveness and effectiveness of Petworth as a Church of England school are good

- Pupils understand and explain that the school's distinctively Christian values have a significant impact on their daily lives.
- The school's strong Christian values, demonstrated in the inclusive and caring relationships across the school community, enhance pupils' personal development.
- Pupils show clear awareness and understanding of the Trinity.
- Strong links are securely established between the school and the parish church, and in addition the school has significant involvement in the local community.

Areas to improve

- Monitor the consistency and effectiveness of on-going initiatives to improve the academic outcome of pupils, underpinned by the school's core values of inspire, nurture and challenge.
- Provide opportunities for pupils to be more involved in feedback, planning and leading collective worship, to help identify future improvements.
- Develop the reflection garden to provide further opportunities for pupils to reflect quietly in order to enhance their spiritual development.
- Ensure that governors are confident in their articulation of the impact of governance, in relation to all aspects of school life, making specific links to the school's distinctively Christian values.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Petworth is a happy, friendly and caring Christian community where all pupils feel highly valued. For example, a Reception pupil shared that he knew, 'Jesus loves all of us.' Since the previous inspection the school has involved pupils, staff, parents and governors in establishing a new school vision, 'Inspire, nurture and challenge with JOY at the heart in all we do.' (JOY – Jesus, others, ourselves.) The core values of inspire, nurture and challenge promote the key qualities of compassion, peace and respect. Involving everyone has enabled the vision and values to be 'owned by individuals' as well as corporately by the school community. The strong emphasis on the vision and values is helping pupils to take more responsibility for their own actions and also their learning, 'they help us to be calm and to focus.' This is evident in the improved pupil outcomes, for all pupil groups, at Key Stage 2 in summer 2017, compared to the results from the previous year. The school has also introduced a new tracking system to support more accurate monitoring of on-going pupil progress. The core values are recognised, celebrated and permeate the daily life of the school, resulting in a strong Christian ethos. Pupils talk confidently about the Christian values and they and staff comment that behaviour in the school has improved because of the strong emphasis on the core values.

The school's deeply Christian values are covered in depth through religious education (RE), collective worship and as an integral part of the wider curriculum; this is clearly supported by the example set by adults in the school. As a result, relationships at all levels have improved because of the links with the Christian values of respect and nurture. Pupils enjoy school and attendance is in line with national averages. Pupils are proud of their school and pupils of all ages talk enthusiastically about what they are learning, the importance of the school as a Church school in their everyday lives and the many extra-curricular activities that are provided for them. Pupil achievements, whether academic, sporting or for care and kindness are celebrated with weekly 'star of the week' certificates and parents value joining with the school to mark their children's successes. Pupils' spiritual, moral, social and cultural development (SMSC) is good, supported effectively by the strong Christian ethos, a broad curriculum, collective worship and RE. Staff share that 'the Christian ethos of the school helps pupils believe that there is something bigger than them, they see the bigger picture and want to make the world a better place.' The emphasis on values has given pupils the vocabulary to explain what is right and what is wrong and the school's values regularly link with The United Nations Convention on the Rights of the Child. Pupils are given time to reflect at different points in the school day and there are a number of places where they can reflect quietly, although the reflection garden is not currently used effectively. Staff identify that 'the depth of the pupils' ability to reflect is a transferable skill for other subjects.' The parish priest and members of the parish church facilitate learning opportunities for pupils at the church. This helps pupils to understand and experience Anglican practices and traditions, which contributes to their spiritual education.

Pupils appreciate the global nature of Christianity through their studies in RE. Similarly, they have some understanding of different cultures and faiths in this country and worldwide through RE and links with a school in London and a community in the Ukraine. Pupils have many opportunities to experience Christian values in action. Frequent involvement in cultural and community events ensures that they develop a practical understanding of commitment to others. Participation in acts of remembrance, for example, highlights the importance of compassion, peace and respect.

The impact of collective worship on the school community is good

Collective worship is engaging and central to the daily life of the school because it is highly effective in promoting the school's Christian values. It is important to the school community, bringing everyone together to worship God and as a way to demonstrate their care for each other as a whole school community. Collective worship has helped pupils to link clearly the Christian values to Christ's teaching and His life through the Bible stories that they hear during worship. Pupils recognise its importance and are able to talk about what it means to them. They are helped to apply what they are learning to their everyday lives, such as, when thinking about the core value 'respect' they listened to the Bible story of the good Samaritan. This helped them to understand the importance of respecting everyone regardless of their background. Pupils readily articulate the importance of being 'mindful of people of other religions around you and being respectful of them.' The headteacher places high priority on collective worship in the life of the school and pupils and staff actively engage in the acts of worship within school and at the parish church.

The headteacher, the parish priest and senior leaders lead collective worship. They support the pupil worship committee who help to plan and delivery collective worship. The committee are keen to have more opportunities

to plan and lead worship, identifying it as a way they could learn more about worship. The pupil worship committee regularly contribute to the monitoring of collective worship and the impact it has on pupils, in relation to engagement, thinking about Jesus, others and themselves. Through monitoring by governors, collective worship is now identified as having 'challenge and energy.' In addition to the termly Eucharist services, led by the parish priest, a significant number of key Christian festivals are celebrated.

Awareness and experience of Anglican practices and traditions makes a significant impression on pupils' spiritual development and those in Key Stage 2 have the opportunity to be confirmed if they wish to do so. The pupils also benefit through links with the United Reformed Church in Petworth and visits from the SPLASH team, through the local Council of Churches, as well as Kids Club activities. Through the richness of their experiences in collective worship, pupils gain a secure knowledge of key Christian beliefs. Parents and carers welcome the opportunity to join with the school for Eucharist services and services to mark Christian festivals. Pupils regularly share Bible stories, songs and prayers at home prompting discussions in families where there are mixed attitudes to religious faith. Prayer is an important part of the daily life of the school through set prayers and prayers written by pupils. Pupils see it as a 'time to connect with God.' Classes have regular opportunities to reflect on big questions of life using their reflection areas. Pupils value times for reflection and discussions, giving them more time to apply the school's values to their everyday lives. The Trinity 'permeates all aspects of collective worship' and pupils demonstrate a clear understanding of God as the Father, Son and Holy Spirit.

The effectiveness of the leadership and management of the school as a church school is good

Senior leaders consistently refer to the school's Christian vision and values in their strategic planning. All decisions relating to school improvement are shaped by the school's Christian character, and pupils' SMSC development as well as academic achievement remain a high priority. Senior leaders continue to prioritise the scope and speed of progress needed to raise academic outcomes at the school. The headteacher and senior leaders have refined the school's self-evaluation so that it is more accurate, enabling the school development plans to identify more precisely where improvement is needed. Staff, parents and governors identify that 'behaviour is very different now' and 'expectations have improved.' The governors are very supportive of the school's Christian values and contribute to the school's self-evaluation and development plans. However, individual governors do not always have sufficient awareness of the impact of governance, linked to the Christian values of the school, for aspects of school life where they do not have direct involvement. The importance of the school's vision and values are articulated clearly to prospective parents and staff and during induction sessions. The headteacher and all staff model the school's distinctively Christian vision and values, ensuring that the importance of the Christian ethos of the school is made clear to all in the school community. Parents/carers value the approachability of the headteacher, 'he will bend over backwards to help us,' and staff concur, demonstrating the strength of pastoral support by the headteacher for families, pupils and staff, based on the Christian values and ethos of the school. Inclusivity of all in the community is universally identified as a core strength of the school, which links strongly to the school's vision of putting others before self and the importance placed on respect, which underpins the community.

The school is outward looking, working with a number of partners to help raise standards. The local authority, the diocese and partnerships with schools in the Rother Valley Hub are supporting the school in its drive to improve academic outcomes. Links with the diocese are strong, supporting whole school improvement and strengthening deeper Christian distinctiveness. Through strong partnership with the parish church pupils benefit from rich opportunities to experience Anglican practices and traditions. During church services, all pupils are involved and participate together. The school choir regularly sings at the church. The worship committee help with the termly Eucharist services and pupils are trained to be servers. Parents, pupils, staff, senior leaders and governors readily acknowledge the significance of the parish priest in the spiritual life of the school community as a whole and the lives of individual pupils. Partnership between the school and parents and carers is strong. Parents and carers are reminded of the Christian distinctiveness of the school through regular newsletters, with biblical texts and news updates; they describe the Christian ethos as the 'underlying bedrock of what goes on,' in the school.

Governors understand the importance of developing strong leadership that is also distinctively and deeply Christian. Senior leaders have been proactive in developing middle leadership both to ensure sustainability of future leadership and to encourage shared responsibility for the current improvement journey. For example, a number of staff have benefitted from middle leadership training and as a result they have been given more responsibility within the school. All relevant staff have had training in the teaching of RE and feel supported in delivering the subject to pupils. The school meets the statutory requirements for RE and collective worship.