



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Boxgrove Church of England Primary School

The Street  
Boxgrove, Chichester  
PO18 0EE

**Previous SIAMS grade:** Good

**Diocese:** Chichester

**Local authority:** West Sussex

Dates of inspection: 12 November 2014

Date of last inspection: November 2008

School's unique reference number: 125974

Headteacher: Kim Thornton

Inspector's name and number: Hilary Ferris 276

#### School context

Boxgrove CE Primary School is a voluntary controlled, smaller than average rural village school. Pupils come both from Boxgrove and from the surrounding villages. Almost all the children are of white British heritage and there is a smaller than average number of pupils entitled to free school meals and to the pupil premium. The current headteacher has been in post for five years. The school was judged to be good by Ofsted in 2013.

#### The distinctiveness and effectiveness of Boxgrove Primary CE School as a Church of England school are good.

- The dynamic Christian leadership of the headteacher, supported by her staff, which has driven the Christian distinctiveness of the school
- Clear themes for collective worship which are well planned and biblically referenced that mean that pupils see the relevance of worship to their everyday lives
- The opportunities for spiritual development that run through the curriculum and life of the school

#### Areas to improve

- To identify the Christian values that underpin the school ethos so that all pupils can understand and articulate them and their impact on their choices
- Formalise the systems for the ongoing monitoring and evaluation of the school as a church school in order to support the self evaluation and strategic planning

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

Since the last inspection there has been a focus on developing the Christian character and it is described by the priest in charge as the 'bloodstream of the school'. It runs through everything the school does and can be seen in all areas of school life, particularly the exceptional level of care given to the pupils. Pupils talk about the importance to them of the Christian elements of the school: including the very close links with the church, the opportunity to pray and the fact that God is watching over them. Opportunities such as the '40 acts of kindness', that are a theme for the year, draw the school community together as parents and make pupils more aware of the relevance of the Christian ethos to everyday life. The parents value these developments. In a recent survey every parent who responded said they agreed that the Christian ethos was important and 88% 'strongly agreed'. This is a year on year increase. One parent wrote 'it is reassuring to know that the Christian messages of love, respect and kindness are at the heart of what they learn'.

Every child is seen as unique and a child of God and the acknowledgement of this uniqueness leads to a strong focus on ensuring each child is given what they need to make progress. Pupils talk about how much the teachers care for them and make their learning fun. Not all of them link this to Christian values and this articulation has been identified as an area to develop to enable all pupils to identify values and to link them with elements of school life.

Opportunities for spiritual, moral, social and cultural development are outstanding. The pupils make use of the prayer corners and spiritual garden and the curriculum has a spiritual dimension running through it to encourage thinking more deeply and reflection. As a result, pupils show respect for people of different faiths and of none and have a clear sense of right and wrong. The classrooms do not have codes of conduct or rules displayed 'because pupils say 'we do not need them. We all just know the rules'.

### **The impact of collective worship on the school community is outstanding.**

Worship is a central aspect of school life. There are clear themes, carefully planned, that ensure the pupils have a broad range of worship experiences based on bible teaching. A recent focus on the Trinity means that the pupils can talk confidently about the Father, Son and Holy Spirit and the close relationship with the parish church has meant that the pupils are clear about Anglican distinctiveness. Other Christian groups visit to lead worship regularly. Parental feedback is that this breadth makes a difference to pupils' lives. One parent wrote: 'they have clear guidance about living as a Christian in today's world'.

All staff attend worship and this enables the school to be a worshipping community and means staff can follow up the messages and apply them during the school day. As a result, pupils enjoy and see the relevance of collective worship in their lives. The school's leadership has experimented with different evaluation systems and last year the evaluation showed that pupils wanted to be more involved in leading worship. This has resulted in each house group planning and leading two worship sessions each year. Another change made in light of feedback was to go to the Priory for worship more frequently. This is because pupils said they see it as a 'very special holy place where you can be quiet and talk to God'.

Prayer is valued. Each classroom has a prayer corner for prayer and reflection. Pupils described the 'please, sorry and thank you' prayers that they write and can put in envelopes that are shared or offered up. The Squirrel class has a prayer umbrella that they can sit beneath and 'talk to God'. This and the spiritual garden give value to the prayer lives of pupils. There is also a parent prayer group that meets half termly to pray for the school, the community and the world, led by the headteacher.

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

Governors, parents and pupils consistently talk about the positive impact the headteacher has had on the Christian nature of the school and how she has led developments in this area. The Christian vision, developed by governors, parents and children is reviewed annually. The review of the mission statement and aims, an issue from last inspection, has been addressed. The headteacher, supported by staff and governors, leads the thorough self evaluation process, using the National Society framework, another issue from the previous inspection. As a result the school knows itself well and uses this knowledge to inform the church school element of the school improvement plan each year, which has been very successful and increased the Christian distinctiveness.

The headteacher and staff make good use of the development opportunities from the Diocese and these opportunities have led to changes in school policy and the strengthening of the school as a church school.

Governors support and challenge the school well. The foundation governors are regular visitors; to help with daily school activities such as reading and gardening, to help them know the school better and enable them to fulfil their strategic role. The priest in charge is the chair of governors and he visits weekly. He offers both pastoral care for the headteacher and school community and monitors and feeds back on the quality of collective worship. The governors contribute well to the strategic direction. There is some evidence of formal monitoring by governors. The regular conversations inform development of the school, but are not always recorded.

SIAMS report November 2104, Boxgrove CE Primary School, Boxgrove, PO18 0EE

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