

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boxgrove Church of England Primary School			
Address	The Street, Boxgrove, Chichester, West Sussex, PO18 0EE		
Date of inspection	20 November 2019	Status of school	Voluntary controlled primary
Diocese	Chichester	URN	125974

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Boxgrove Church of England Primary School is a primary school with 75 pupils on roll. The majority of pupils are of White British heritage. They come from Boxgrove and the nearby villages. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is just below national averages. The school has recently undergone changes in headship.

The school's Christian vision

God is love and those who live in love, live in God and God lives in them. 1 John 4.16

This is a school where everyone is valued, nurtured and enabled to flourish. Biblical teaching and Christian values underpin our communication, relationships and behaviours. We aim to develop a curiosity and love of learning which will build confident, resilient and independent individuals. We aspire to be compassionate, tolerant and active citizens in a diverse world.

Key findings

- All members of the school community recognise its caring nature and the many ways pupils actively support and help each other.
- The school's Christian vision statement has been renewed but is not formally agreed and fully implemented in policies. There are remains of the previous long-standing vision statement evident in documentation alongside a mission statement, some theological links, Christian values and aims. A clear approach to spiritual development, based on the school's vision is not in place.
- A focus on enabling pupils to take a more active role in leadership means all Year 5 pupils have responsibilities in the leadership of collective worship. However, governor monitoring is not effective.
- Religious education (RE) is clearly led and taught across all classes by the subject leader.

Areas for development

- Finalise and embed the new Christian vision, so that it clearly informs all policies and strategic developments.
- Establish structured and effective systems for governor monitoring and evaluation of collective worship.
- Strengthen the role of pupils in being able to understand their progress and attainment in RE, so they can identify what will enable them to improve their work.
- Clarify the school's shared understanding of spiritual development so that it can be applied consistently.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Compassion is a distinguishing feature of the school. Children's individuality is celebrated and pupils know that their views are listened to by staff. There is frequent consideration of different views. The staff, pupils and governors have valued the opportunity to renew and reconsider the school's long standing distinctive Christian vision. The starting point for the newly emerging Christian vision is a theological focus on God. The school does not have an explicit summary of its shared understanding of spiritual development. Consequently, there are some missed opportunities to enhance spiritual development across the curriculum and the wider school life.

A diverse range of partnerships benefit the school. Some are described as 'unseen partners', who work behind the scenes without meeting those who have benefitted most from their support. This includes those who worked with the school on the spiritual garden, bringing to life the inspirational ideas provided by pupils. The school has a mutually beneficial relationship with the local community.

Pupils generally achieve well and teachers understand the difficulties of small cohorts for identifying trends. Consequently, time is being taken to explore progress and identify any learning barriers for each child. There is a culture of learning together, for example, in the approach of 'marvellous mistakes', where teachers encourage everyone to see their mistakes as an opportunity to learn.

New pupil leadership roles have already become securely established. Every child has a responsibility role. Each week Year 6 pupils lead structured play time activities, with the whole school working together across all ages and abilities. Pupils aspire to the responsibilities they know the next academic year will bring. Staff describe this as pupils 'passing on the baton' to each other. Year 5 worship leaders confidently draw on the participation of all pupils across the school in their assembly time. It is a time when pupils feel at ease to share their ideas irrespective of their age. This role has made pupils feel responsible and closer to God. New pupil led prayer groups have introduced different prayer styles. Many talk confidently about the different things spirituality means to them, with examples rooted within expressions of Christianity. The house system provides further opportunities for pupils to identify and work together as active citizens.

Opportunities to foster good mental health are provided through the daily routine for all staff and pupils to 'walk and talk' together early in the school day. The family nature of the school is shown by pupils from across year groups enjoying being together at this time and the informal way concerns are shared and any disagreements resolved. This enables the pupils to begin the day with calm and a sense of being valued. If there are disagreements older pupils are now able to recognise what they can resolve themselves and when adult intervention is necessary. The weekly update bulletins to parents includes detail on collective worship which is helping build a stronger home and school partnership. All themes are planned with a linked value and biblical foundation. Parents talk confidently about many areas they see as illustrating spiritual development in the school.

The size of the school and frequent involvement means governors know the school well. There is diocesan collaboration and their active involvement and well informed guidance was especially significant in the recent staffing appointment process. Governors can point to the variety of intervention approaches being used by the school that result in strong support for pupils of different abilities, individual needs and rates of progress. They are well informed about the community the school serves and the practical help staff are providing to ensure all pupils can flourish. In collective worship governors have gained a sense of the breadth of pupil thinking they have seen, with further insights taken from their varied roles in school life. They do not have a clear process for their role in improving practice in this area. The focus for the acting headteacher in the summer term on pupil understanding and articulation of the Christian distinctiveness, has presented a structured feedback approach. This has set a fresh foundation for the newly arrived headteacher.

Whilst there are challenges and opportunities in mixed year teaching, the school uses this creatively to enable pupils to flourish. They ensure there is appreciation of diversity and difference, with a focus on wider perspectives than the local area. Teachers and teaching assistants know the pupils well as individuals so they can move effectively between classes and pupils. Strategies like the 'learning partners' scheme reflects the Christian vision

as it gives pupils greater resilience and confidence. Pupils' readiness to work and play in different structured situations, based on a sense of love and care for each other, is a particular strength. Pupils gain increased wisdom through being offered informed choices about which tasks they complete. The full curriculum, including the wider aspects of school clubs, enrichment and nurture groups, is building curiosity and a love of learning. This is rooted in the school's Christian values and parents identified this as resulting in growing confidence in their children. Staff adapt the curriculum to harness pupil engagement, for example, the Borneo focused work on the 'Last chance to paint' project. An example of the school's commitment to courageous advocacy, it led to such a high level of interest that in response changes were made to curriculum plans to allow more time to explore the project.

There is consistency in the teaching of RE through the well-established subject leader. The school is following the local Agreed Syllabus but the guidance given recommends greater depth through coverage of fewer world faiths. To enable depth of understanding the school uses challenging activities and spiral learning approaches so pupils revisit aspects of their learning. All opinions are valued. The Understanding Christianity project is embedded within the school. Resources reflect Christianity as a global faith. Feedback and review is teacher led and focused on what has been achieved, with much encouragement and recognition for pupils' contributions in lessons. There is no mechanism for sharing next steps for improvement and limited evidence of pupils being able to reflect and identify themselves on how to improve their work. However, they can clearly see the next part of the subject content focus through overviews in their RE journals.

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