

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Wilfrid's Church of England Primary School			
Address	Eastern Road, Haywards Heath, West Sussex. RH16 3NL		
Date of inspection	02 October 2019	Status of school	VA primary
Diocese	Chichester	URN	126056

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 Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

St. Wilfrid's is a primary school with 380 pupils on roll. The majority of pupils are of White British heritage. 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 above national averages. Since the previous inspection the school has had an OFSTED inspection in 2017, a significant change in leadership including a new headteacher and deputy headteacher during 2018, and a second OFSTED inspection grading the school 'Good' in May 2019.

The school's Christian vision

Growing Success, Rooted in Faith

For all pupils to grow in our school values, supported by staff, governors and the wider community.
Rooted in the Christian faith we will deliver a broad education of the highest quality, enabling all pupils to succeed.

Key findings

- The vision and values firmly underpin all aspects of the school and impact positively on pupil outcomes.
- The headteacher's strong Christian leadership, fully supported by all stakeholders, is skilfully driving rapid and positive change based on the vision.
- The vision and values produce strong caring relationships across the school which are reflected in pupils' attitudes to adults and each other.
- The vision is clearly reflected in the close, effective partnership with the local church and community.
- Religious education (RE) and collective worship promote the school's vision but RE is not yet clearly driven by the vision & values.

Areas for development

- Implement the vision strategy to ensure the vision and values are effective in driving the school's continuing improvement and positive outcomes for pupils and adults.
- Establish a whole school understanding of spirituality to provide further meaningful opportunities for spiritual development.
- Develop the role of the 'dream team' to give pupils more ownership of the planning and leading of collective worship.
- Integrate the RE teaching and learning with the school's new concept curriculum in order to be more clearly driven by the vision and values.

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

The school has produced a new vision. It reflects the need to make a new start after its 2017 OFSTED inspection and is based on the belief that all in the school community are unique individuals within God's creation who can grow and flourish through God's gifts and grace. The vision is fulfilled through the adoption of six Christian values strongly linked to biblical teaching that underpin all aspects of school life and its development. The vision and values are well known by stakeholders with the values strongly embedded throughout the school. Pupils can easily recall the values and bible stories that promote them, and both pupils and adults can articulate practical examples of how they impact positively on them and the life of the school.

The vision is clearly driving the school's development. The new headteacher's strong Christian leadership, fully supported by stakeholders, has skilfully introduced development initiatives securely underpinned by the school's core values. This has resulted in rapid and positive improvements across the school and pupil outcomes in a short time. This is seen in the wide range of curricular and extra-curricular opportunities which are adapted effectively to meet the pupils' needs including carefully targeted support for disadvantaged pupils and those with special educational needs or disabilities (SEND). The impact of this provision is good academic attainment and progress for all pupils that is improving year on year. In religious education (RE) the Understanding Christianity teaching materials have been adopted improving pupils understanding of Christian concepts and promoting school values such as respect by giving pupils good opportunities to safely and confidently discuss and express their views and opinions. Consequently, RE now more accurately expresses the school's vision and reflects the Church of England's Statement of Entitlement.

A robust long term vision strategy has been recently produced to ensure school improvement firmly focuses on and is clearly driven by the school's vision and values. For example, a new curriculum has been introduced to develop core skills through concepts with the learning underpinned by the school's values. This change has been enthusiastically embraced by stakeholders with initial indicators showing it having a positive impact on pupil attitudes to learning. For example, a previously reluctant learner is now keen to come to school. However, the vision strategy is not yet sufficiently implemented to ensure its effective promotion of the school vision and values in driving continued school improvement and positive outcomes. RE, for example, is not yet sufficiently integrated with the school's new concept curriculum to be clearly driven by the school's vision and values. The governors' spirituality committee proactively support the headteacher in developing the school and its Christian distinctiveness. Their effective monitoring and evaluation alongside school leaders clearly inform development planning and identify staff and governor training needs. Governors have an accurate understanding of the school's strengths and development needs and are both supportive and challenging of the school leadership.

Good opportunities for spiritual development which promote the vision and values are provided, such as Forest School experiences. Developing these opportunities is identified in the school improvement plan. A neglected garden is currently being rejuvenated to create a new outdoor peace, prayer and reflection area. However, there is no policy or shared understanding of spirituality to enable meaningful opportunities for spiritual development to be fully achieved.

The school's vision and values strongly support character and moral development, celebrating diversity and treating all people with dignity and respect, particularly through the school's values of hope, aspiration and respect. These are promoted through the new curriculum, worship, and RE in which pupils learn about religious and social diversity. Character and moral development are also strongly promoted, through social action linked to the school's aspiration to achieve the global neighbours and eco-school awards, and pupil responsibilities such as the school council and dream team. The vision and values are also promoted through the school's close and effective partnership with the three local churches and the community. Church and community members lead worship and a school choir. The school participates in church and community events such as the 'Festival of Hope' and harvest collection for a local foodbank.

The vision and values deeply underpin and promote positive behaviour and social development. Strong, caring relationships across the school community support pupils' personal development and welfare and are reflected in pupils' attitudes to adults and each other. Parents speak highly of the school's caring ethos and staff describe the school as a caring, supportive family. Leaders actively promote good mental health and wellbeing. There is effective monitoring and support provision for pupils and leaders respond proactively to staff feedback on workload and wellbeing. Pupils enjoy school and behave well. They understand that each new day is a fresh start and can articulate the importance of forgiveness and reconciliation and their biblical roots.

Collective worship makes clear links to the school's vision with each value the focus of worship on a half termly rota. Separate key stage worship provides good, age appropriate opportunities for the promotion and understanding of the values. Clear links are made with biblical teaching and how the values effect pupils' lives, reinforced by rewarding pupils who demonstrate them. Worship includes the key elements and traditions of Anglican worship which pupils understand and can articulate such as lighting a candle representing Jesus being the light of the world. The Trinity is imaginatively explained and complemented by Year 6 attending a termly church Eucharist. Worship is led by staff, local clergy, and church/parish teams but pupil involvement is limited. Developing the role of the pupils' 'dream team' to give pupils more involvement and ownership of the planning and leading of worship is identified in the school improvement plan but has not yet been achieved. Prayer forms an integral part of worship and includes a school prayer recently produced by the dream team. Other prayer opportunities include prayer areas in classrooms and a parents' weekly prayer meeting which are being further developed by the creation of the new outdoor peace, prayer and reflection area. Parents appreciate the different prayer opportunities pupils experience and some pupils can talk confidently about the value of prayer. Monitoring and evaluation of worship has significantly developed under the new leadership. The spirituality committee regularly attend and monitor worship and the dream team collect pupil feedback. These evaluations are used effectively to inform worship development plans.



The effectiveness of RE is Good

RE teaching and learning is good and improving as the Understanding Christianity teaching materials are becoming embedded. There is effective monitoring and evaluation by the school leadership and spirituality committee which accurately identifies the effectiveness of RE teaching and learning across the school and the areas for development. This results in appropriate staff training and support to promote secure RE subject knowledge and effective RE teaching. Rigorous and regular assessment and recording show the new RE teaching is having a positive impact on the pupils' learning, with RE attainment for all pupils being in line with other core subjects.

Headteacher	Simon Hateley
Inspector's name and number	Richard Dyer 513