



Heene CE First School, Worthing

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection:	13 November 2012
Name of inspector:	Rosemary Appleby
NS inspector's number:	749
School address:	Norfolk Street Worthing West Sussex BN11 4BB
Unique reference number:	126034
Status:	Voluntary Aided
Number on roll:	323
Age range of pupils:	4-8
LA:	West Sussex
Name of chair of governors:	Revd Peter Roberts and Revd John Chitham
Name of headteacher:	Dianne Bonthron
Date of previous inspection:	November 2006

The inspection of denominational education and collective worship in the school was carried out in accordance with Section 48 of the Education Act 2005

Description of the school

Heene CE First School is a popular and growing school situated in Central Worthing. There are twelve classes with three parallel classes for each year group. The building is bright and spacious and fit for purpose and has recently added; three new classrooms, a Deputy Headteachers room, Special Education Needs room and a kitchen. The school has achieved the Basic Skills, Enhanced Healthy Schools, Investors in People and Dyslexia Friendly awards. There are strong established links with St Matthews and St. Botolphs's Churches.

Summary judgement

The distinctiveness and effectiveness of Heene CE First School, Worthing as a Church of England school are outstanding.

A strong Christian ethos underpins all areas of school life. This is based on Christian values, supported by Religious Education (RE) and creativity. Learners feel valued and safe. The nurturing ethos of the school creates an inclusive environment in which children thrive because they are well supported and cherished. The school premises, and in particular the displays of pupils' work, make a positive contribution to the Spiritual, Moral, Social and Cultural development of the children. This is a school where practitioners are reflective and efficiently identify areas for improvement.

Grade: 1

Established strengths

- The headteacher's clarity of vision and great enthusiasm in leading the school to develop Christian distinctiveness
- The use of the school environment, especially indoors, which strongly contributes to the spiritual development of all learners
- The inclusivity of the school which encourages, nurtures and challenges
- The mutual respect and purposeful partnership between the school and the church which is enriched by the contribution of the foundation governors

Focus for development

- To complete and use the planned Prayer Garden effectively
- To know how well the school is doing in RE compared to other core subjects

The school meets the statutory requirement for Collective Worship	Yes
The school meets the statutory requirement for Religious Education	Yes

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

This is a school that lives up to its mission statement: 'Heading for Success'. High quality displays such as 'Where is God?' illicit thoughtful responses from learners such as 'God is everywhere in the world, He can be inside and outside and He can see how we are'. Reflection areas in each class, prayer boxes and effective use of Christian symbolism such as the display of crosses and beautiful painting of the Last Supper in the hall all contribute to the outstanding Christian distinctiveness of this school.

Children feel safe, secure and exhibit excellent behaviour, working cooperatively. They know that staff can be relied upon to mediate difficult situations that might arise. The School Council are articulate and able to talk about the fact that visitors would know that their school is a church school because of the display of crosses and the fact that they visit churches and write prayers. They could talk about Bible stories such as Noah, Goliath and David, The Last Supper and Jesus calming the sea. The school ethos is underpinned by Christian Values such as hope, fairness, generosity, trust, love, respect, and courage. Christian values are displayed in the hall and used as themes for the Collective Worship two year cycle. The school is working towards becoming a Rights Respecting School and each class has agreed classroom charters and children are proud of the contribution that they have made to these. The planned Prayer Garden has been delayed while the school buildings have been extended.

The school has strong fundraising links with 'Child to Child' in Kenya and 'Rocking around the World' week celebrates the variety of cultures within the school community. This helps children to respect that within school there are children from different cultures and religions which are shared and celebrated. The Eco Warriors help each class to think about sustainability of God's world.

Grade: 1

The impact of Collective Worship on the school community is outstanding.

Excellent progress has been made towards addressing the last inspections developmental focus to agree a new Collective Worship policy and a two year planning cycle. The Collective Worship policy has been agreed, reviewed and updated. The impact is that outstanding and effectively planned worship experiences are now provided for the school community.

An enthusiastic and knowledgeable Collective Worship team has embedded agreed values within planning alongside the Church year. Planning proformas have immediate feedback responses with contributions from children and staff. The pattern of assemblies, Church services and children's responses are reviewed and revisions take place as appropriate at half termly Collective Worship meetings. The impact is that a variety of stakeholders contribute to the programme of Collective Worship, make appropriate revisions and provide quality experiences.

Children enter the hall quietly and sit engaged during Collective Worship. Creative use of children to act out Bible stories such as The Calming of The Storm engages children of all faiths. Comparing the sea in Galilee to the sea in Worthing ensured that all children could engage with the story. During worship about trust children reflected upon whom they could trust.

Pupils are able to talk with confidence about the symbolism of the cross and candle that creates an appropriate ambience during Worship. Pupils know that prayer is important and it helps them talk to God. Children know that it is 'important to pray because God gave us everything and if we don't pray we are not saying Thank You'. One governor accurately observed during a visit to Collective worship that when it comes to a time of prayer children are quiet and respectful.

The clergy and lay church visitors lead a weekly assembly. Children speak fondly of these assemblies. Children told me that that the vicar 'knows a lot about Jesus and tells us interesting stories from the bible' and a church family worker's use of Lego pictures of Jesus and his disciples is greatly enjoyed. Children write prayers for the Family Services at Church and help to shape the content of these popular services.

Grade: 1

The effectiveness of Religious Education is outstanding.

Good progress has been made in addressing the previous inspections developmental points regarding RE. Formal assessment procedures are now firmly embedded in the practice of the school. Teachers track the progress of teaching through religion and learning from religion in their classes. There is detailed evidence of individual and whole class tracking in RE with perceptive evaluations of next steps in learning. The subject leader for RE is enthusiastic and has supported the staff in developing their assessment procedures. The RE subject leader is developing a useful file of

exemplar RE work which has been moderated and levelled. Through scrutiny of children's work it is evident that learners make above average to outstanding progress in RE. The school has not yet made comparisons between standards in RE and other core subjects. This next step in assessment procedures will ensure that staff are confident that standards in RE are in line or above other core subjects.

Good use has been made of Diocese training, including Godly play which has improved skills and creativity in teaching RE. Staff recognise and value the importance of being in a Church school and RE is seen as a core subject. Through lesson observations, pupil dialogue and work scrutiny there is evidence of pupils making at least good and often outstanding progress. Work and tasks are closely matched to the needs and interests of the children. For example enquiry based investigations of Hindu artefacts builds on the interest of Hindu families and children within the school. The scheme of work is now taught very creatively by staff and this is an improvement since the last inspection.

Children enjoy and learn from practical lessons about celebration thorough using chalk to make rangoli patterns outside, making clay divas and making coconut ice sweets to celebrate Diwali. Another exciting lesson about Diwali started with the children exploring a variety of bags which had something special and precious in them. Children were asked to be RE detectives and were able to explain about the Hindu artefacts and learnt to handle religious artefacts in a respectful manner. The topic of Celebrations was introduced in one class through children investigating items placed on tables to discover what topic they would be learning about. Children were secure in their decision that the topic was about celebrations. The items represented Christian celebrations of birth and birthdays, Christmas, marriage, baptism, Easter and harvest. Lessons on remembrance and how it can impact on the life of a Christian were thoughtfully planned after a visit to a War Memorial. Children learnt to be respectful to those who had lost their lives for their country and to discuss how they felt. Children can talk about their RE experiences with confidence. They have a secure understanding of Christian faith and have empathy with the faiths of others.

Grade: 1

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

The headteacher, staff team and the governing body have a strong sense of Christian vision and direction for the whole school community. They have been proactive in addressing the key issues from the previous inspection. The school's core Christian values were agreed upon by the whole school community and are reviewed every three years. This shared ownership ensures that leaders are consistent in articulating how Christian values are central to the life of the school.

The foundation governors are an effective support to the school and are to be commended for their presence and support to the school especially as the governing body have been through some difficult times in the past year. Their belief that their 'school is above all a community and its Christian ethos of love is Christian is at its roots' shines through all areas of school life. Foundation Governors know their school well and their reports on visits to the school are becoming more evaluative.

Parents value the Christian distinctiveness which the school instils in their children. They consider that children 'learn a high level of social behaviour and know what is expected'. At family services at St Matthews attendance is so high that parents are 'hanging out of the door'. Parents value the approachability and visibility of the staff. They praise the staff for their compassion and willingness to go that extra mile for their children. Any problems are dealt with professionally and swiftly and parents love the nurture that is provided. The impact of this school is clear when one parent said 'I love it when they come home from school, asking about questions about their faith'.

Good supportive relationships are evident within school partnerships both locally and globally. These relationships are effective with strong mutual respect. The Church and the school work well together for the benefit of their communities.

The commitment to Diocesan training has resulted in consistent whole school practices and both staff and governors are united in their promotion of Christian Distinctiveness and well placed for further growth as a Church school. As one parent told me 'Heene is a supportive, nurturing environment for all children and 'the school has done a great job in bringing my children both an educational education and a spiritual one too'.

The staff team with excellent support from the Church provide a memorable and appropriate education for all the children. The outstanding leadership of the Headteacher, in partnership with staff, governors and parents has contributed significantly to the success of Heene First School as a Church School.

Grade: 1