



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Easebourne CE Primary School Voluntary Controlled	Wheelbarrow Castle Midhurst
Current SIAMS inspection grade	Satisfactory
Diocese	Chichester
Previous SIAMS inspection grade:	Good
Local authority	West Sussex
Date of inspection	16 October 2016
Date of last inspection	11 January 2011
School's unique reference number	126003
Headteacher	Johnny Culley
Inspector's name and number	Rosemary Appleby 749

School context

Easebourne CE Primary is a smaller than an average size primary school with 215 pupils on roll. 56% of pupils live outside the catchment area. The current headteacher was appointed in September 2014 and the school moved to its current site in September 2013. The number of pupils eligible for free school meals is significantly lower than the national average, as is the number of pupils with special educational needs and/or disabilities. Attendance is above the national average. The school was judged to be requiring improvement by Ofsted in 2014. A recent Ofsted inspection October 2016 has yet to be published.

The distinctiveness and effectiveness of Easebourne as a Church of England school are satisfactory

- The close links with parents, the local church and the wider community contribute to the promotion of the school's Christian values.
- The committed Christian leadership and passion of the headteacher and clergy has led to improved standards and strengthened the Christian distinctiveness in the school.
- Christian values have a positive impact on pupils' exemplary behaviour and attitudes to learning.

Areas to improve

- Improve the process of self-evaluation of the school as a church school so that formal evaluations include all aspects of the school's distinctiveness and gather robust evidence of the impact of the school's Christian foundation over time.
- For all stakeholders to understand where the school's Christian values are rooted and to articulate how they explicitly impact on their daily lives.
- Ensure that formal monitoring and evaluation of the programme for collective worship takes place and that this measures the impact and value of worship on all members of the school community.

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

Easebourne is an improving church school where there has been a strong focus on driving up attainment alongside increasing the links with the local church community. Although some outcomes remain below national expectations data shows an upward trend illustrating that attainment is catching up with national expectations. Easebourne school effectively provides an inclusive environment where the needs of all pupils are met and provides a high level of nurture and care to its school community through a strong Christian ethos of love and respect. This ethos that underpins all areas of school life is lived out daily by all stakeholders. Parents value the fact that pupils are given 'every opportunity academically and spiritually'. The Christian values of respect and loving ones neighbour are established and articulated by all stakeholders. Pupils can relate the value of respect to the fact that you should 'treat your friends as you would like to be treated'. This was evident after the recent charity sleep out at Chichester cathedral for the charity Stone Pillow in which the headteacher and eight pupils slept out in cardboard shelters. Pupils showed their understanding of compassion and loving their neighbour stating that they 'would stop the homeless by giving everyone a home;' and they could see 'how it felt' themselves. The recently agreed logo is known by all and includes two crosses which pupils understand are there because Jesus died on a cross and this symbol links with crosses that they see in Church. The tree represents reaching out to the community and has impacted on improving the Christian distinctiveness of Easebourne as a church school. However the Christian ethos is currently implicit rather than explicit and some stakeholders are not able to confidently articulate which are the school's core Christian values and how these impact on their daily lives. A lack of formal evidence gathering, such as discussions with pupils, has resulted in leaders not being secure regarding the extent of the impact of Christian distinctiveness on the school community. The drive to raise standards is underpinned by providing parents with a variety of workshops to help them support their child's learning, such as the recently held maths workshop. Parents say that at Easebourne Christian values of kindness and forgiveness are evident in the way in which the whole school community cares for each other and is shown in action though the school buddy system where older pupils care for younger pupils and partner them in their walks to church. Religious education (RE) contributes well to pupils' spiritual, moral social and cultural (SMSC) growth. Pupils learn about religions such as Christianity, Islam, Judaism and Buddhism and through this work pupils develop compassion, empathy and respect for other cultures. A recent visit by a Muslim leader inspired a thoughtful RE display board about Islam and one child reflected on the relationship between their vicar and the Muslim leader saying; 'but they are still friends there is nothing pulling them apart and they still respect each other's religions'. Displays around the school of crosses, Trinity, St Richards prayer, Fair-trade, work on disability, RE displays in classes and a reflection area make a good contribution to SMSC through reinforcing Christian symbolism and also to the pupils' understanding of the Christian foundation. The school grounds are extensive with growing areas, saved battery chickens and opportunities for spiritual growth which have not yet been explicitly linked with the environment.

The impact of collective worship on the school community is satisfactory

Collective worship is a distinct time in the school day and pupils are proud of the class crosses that they made with clergy during community week. A large cross in the hall of pupils' hands and the words Holy Spirit, Easter, Advent and Lent painted in the church year liturgical colours strengthens pupils' understanding of the Anglican tradition. The vicar and curate regularly lead worship at the school and are known well and valued by the school community. Pupils are respectful through participation in worship such as singing and praying and thinking of others. Aspects of Anglican worship such as the structure of gather, engage, respond and send are well established. Pupils know that worship helps them to 'remember we are a Christian school' and that they can be 'guided by God' through worship. The services at St Mary's parish church celebrating Easter, Christmas, Harvest and Remembrance appropriately extend the opportunity for worship, are led by pupils and are well attended by parents. Pupils have a growing understanding of the Trinity and are beginning to write their own prayers for worship. Pupils regularly join in with the Lord's Prayer and have an awareness of the prayer of St Richard. Pupils know that it is important to pray to say 'thank you to God' and to say to God 'we are not forgetting about you'. Some pupils extend their love of prayer into their homes where they ask their parents to pray with them. Linking worship with the Stone Pillow sleep out effectively illustrated God and his mercy and emphasized Chichester Cathedral as a place of comfort where pupils lit candles to remind them of losses and people who were ill. Clergy

and the headteacher meet termly to discuss worship. They have increased live music in worship through the organist from St Mary's Church playing hymns and introduced Taizés (a style of Christian worship characterized by repetitive singing) to impact on the engagement of pupils. The planned impact of the live music and Taizé is that the school community can engage further with traditions of the church. The recent programme for collective worship has not yet had time to become embedded and fully impact on the school community. Although there is evidence of biblical material being explored, and emphasis on learning about Jesus Christ, the programme has not yet impacted on the pupils' ability to articulate how worship and biblical material impact on their lives. Currently there is no formal approach to monitoring and evaluating collective worship. The area for improvement from last inspection to develop pupil evaluation of collective worship is yet to be implemented. The lack of pupil feedback and formal monitoring and evaluations weakens the school's ability to confidently identify strengths of worship and its impact over time on the school community.

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

There is a clear sense of commitment to the Christian foundation from leaders at all levels who readily articulate their vision. Leadership is driven by the school's mission statement of 'Achieve, Build, Connect'. It is the connect element, in relation to Christian values, worship and everyday life, that is not explicitly seen in action or confidently articulated by all stakeholders. However Christian values, although not always explicitly expressed, underpin and have a demonstrable positive impact on the school's approach to relationships, the children's wellbeing and attitudes towards learning. The leadership team are committed to ensuring that care for each other and respect are embedded in the daily life of the school. The headteacher and chair of governors share a vision for the school where the current school learning values are linked to explicit Christian values and all stakeholders will be enabled to articulate how they impact on their daily lives. Governors are committed to the Christian ethos of the school and support the school well. The local church community volunteer in school and are a strong presence. There has been a joint Summer Fair for the past two years between the school and the church reflecting the growing links. Clergy lead weekly worship in school based on the gospels and contributions by Catholic nuns has strengthened pupils' understanding of faith in action. Clergy are a strong presence in the school and give unfailing support. Parents speak positively about the school and the inclusive care and nurture that creates an ethos of inclusivity where everyone is valued as an individual. The RE and collective worship leader is knowledgeable and passionate about his role. To ensure consistency amongst staff in promoting the Christian vision of the school they are asked during interview if they are supportive of the school's Christian foundation. However, there has been insufficient use of diocesan training to support staff and governors in their development as leaders in a church school and monitoring of Easebourne as a church school and for developing church leaders of the future. Systems for monitoring and evaluating the impact of the school as a church school are not yet sufficiently established, formal or rigorous in identifying areas for future improvement. This is illustrated in the school's self evaluation document which is full of information but lacks detail of impact and does not identify the strengths of the school. Governors have begun to put measures in place to formally monitor and evaluate Christian distinctiveness across the school. The arrangements for RE and collective worship meet statutory requirements.

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