



National Society Statutory Inspection of Anglican and Methodist Schools Report

Fishbourne Church of England Voluntary Controlled Primary School

Roman Way
Fishbourne
West Sussex
PO19 3QS

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Chichester

Local authority: West Sussex
Date of inspection: 4 March 2016
Date of last inspection: 16 & 19 October 2009
School's unique reference number: 125983
Headteacher: Naomi Day
Inspector's name and number: Richard Dyer 513

School context

Fishbourne CE Primary School is a one form entry village school that serves the parish of Fishbourne and surrounding areas west of Chichester. The majority of children are of white British heritage. Since the previous inspection there have been significant staff changes, including a new headteacher in January 2015 and deputy headteacher in January 2016.

The distinctiveness and effectiveness of Fishbourne CE School as a Church of England school are good

- The school's Christian values, known and understood by all stakeholders, are securely embedded and impact positively on the school's provision and outcomes for pupils.
- The strong vision and leadership of the senior leadership team impact positively on the development of the school's Christian distinctiveness.
- The strong and effective partnerships with parents, the local church and the wider community contribute to the promotion of the school's Christian values.

Areas to improve

- Improve the school's effectiveness as a church school by implementing the 'Distinctiveness as a Church School' action plan.
- Develop the school's five core values to give their wording a more explicit Christian distinctiveness.
- Implement and embed monitoring and evaluation procedures for the school's Christian character and distinctiveness so that it more effectively identifies further improvements.

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

Fishbourne is a friendly, caring school where distinctive Christian characteristics, linked to five core values, are deeply embedded in the life of the school and contribute strongly to the children's well-being and learning. They are clearly expressed visually in displays throughout the school and in 'reflective/prayer' areas in all classrooms. The wording of the values does not appear to be distinctly Christian (e.g. Doing Our Best, One Big Family). However, all members of the school community clearly and confidently articulate these values and link them to Christian teachings. For example, one child linked learning about the Bible to the value 'Exploring our Faith' and said it was important because the Bible was "a handbook telling us how we should live". Parents talk passionately about the school's Christian ethos and how strongly care and respect are promoted. One new parent to the school described how her child was made to feel "welcomed, respected, nurtured and safe". The Christian characteristics of the school's values are intrinsic to the curriculum (designed as whole school learning experiences), collective worship and religious education (RE). This significantly impacts on the social, moral, spiritual and cultural (SMSC) development of learners. Children confidently articulate stories from the Bible, the life of Jesus and the Christian message as well as showing a high degree of respect and understanding for cultural diversity. The school's values and Christian characteristics are exemplified in the high quality provision that impacts positively on pupil achievement, and in the quality of relationships between members of the school community. Pupils display exemplary behaviour and a high level of care and support for each other and the wider community. Examples of this include the various buddying arrangements between older and younger children, the way children new to the school described being befriended as soon as they joined the school, and in wider community charitable projects. Teachers clearly model the school's values in their interaction each other and with the children. Children described how teachers listen to them with respect.

The impact of collective worship on the school community is good

Worship plays an important part in the life of the school through the promotion of the school's Christian ethos and values. Staff attend and participate in worship because they too recognise and appreciate its importance. Worship is led by various members of the school community including staff, pupils and the local clergy. Anglican festivals take place in the local church and there is a growing focus on making these explicit acts of worship rather than rehearsed performances. Worship promotes the school's values, links with current whole school learning themes and is rooted in the Christian faith. Key elements of worship are used effectively to create an appropriate atmosphere, e.g. singing (which is bright and lively). Worship includes Biblical material and children articulate how stories from the Bible and the importance of Jesus link to the school's values. One child stated "We are all part of God's family" when articulating a link with the school value 'One Big Family'. The Trinity is emphasised as 'learning about the Father, through the Son, leading us to the Spirit', but children's understanding of this is undeveloped. Prayer and reflection form a meaningful part of worship which extends into 'Prayer & Reflective Areas' in classrooms, where pupils read and write prayers independently. There is also an imaginatively designed multisensory outdoor reflective area and a Lord's Prayer bench creating a tranquil, contemplative space. These are used by all members of the school community and contribute significantly to their spiritual development. Since the appointment of the headteacher a new 'Collective Worship Team', made up of staff, governors, clergy and children, plan worship and explore ways to make it more relevant and meaningful to the children. The development of worship is part of the action plan to develop the school's distinctiveness as a church school. This plan has not yet had a significant impact on the improvement of collective worship. Parents welcome and appreciate opportunities for joining worship in school.

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

During her first year at the school the headteacher has demonstrated strong and effective leadership. She has a clear vision and purpose for the school as a church school that ensures its Christian character enriches learning and enhances the spiritual, moral, social and cultural development of all children. For example, staff and curriculum developments, which identify the Christian characteristics of the school's values, form the foundation of new whole school learning experiences. The impact of these is demonstrated by the confident way all stakeholders articulate the school's Christian vision and values and in the pupils' positive engagement in the new learning experiences. These also contribute significantly to pupils' high achievement, exemplary behaviour and social interaction with adults and each other. The headteacher is supported by the governing body and other new members of the leadership team who share her vision with equal commitment and passion. The leadership have used appropriate strategies to identify accurately the effectiveness of the school's provision, performance and development needs. An action plan to develop the school's distinctiveness as a church school has been added to the school improvement plan. The implementation of this action plan has not yet had a significant impact on the school's Christian character and aspects, such as opportunities for pupil and parent feedback, are still underdeveloped. The governing body is effective and very pro-active in its involvement with the school, including monitoring and evaluation, and has a secure understanding of the school's strengths and development areas. The school promotes opportunities for staff and governor development which is willingly taken advantage of. There are strong links with Chichester cathedral, and the local church and community. Strong relationships exist with parents who speak very highly about the school and its provision. They describe the school as a "caring community" of "kindness, positivity, respect and hope" whose strong Christian ethos "enthuses, nurtures and motivates every child". The school meets its statutory requirements for RE and collective worship.

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