

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Turners Hill Church of England Primary School

Church Road Turners Hill Crawley RH10 4PA

Current SIAMS inspection grade	Good
Diocese	Chichester
Previous SIAMS inspection grade	Good
Local authority	West Sussex
Date of inspection	3 May 2017
Date of last inspection	15 September 2011
Type of school and unique reference number	Voluntary Controlled 126010
Headteacher	Ben Turney
Inspector's name and number	Rosemary Appleby 749

School context

Turners Hill CE Primary School is a smaller than the average size primary school with 138 pupils on roll. Since the last inspection there have been significant changes in staff with the current headteacher taking post in September 2014, the deputy Headteacher joined the school in September 2015 and three teachers have been appointed. The number of pupils eligible for free school meals is below the national average as is the number of pupils with special educational needs and/or disabilities. Attendance is above national average. Most pupils come from a White British heritage.

The distinctiveness and effectiveness of Turners Hill as a Church of England school are good

- Christian values underpin and have a significant impact on the school's positive approach to relationships, the pupils' wellbeing and attitudes towards learning.
- Inspirational leadership from the headteacher and RE leader ensures that the Christian ethos is continually evolving for the benefit of all pupils.
- The school's distinctively Christian values are clearly articulated, understood and lived out by all members of the school community, impacting on their daily lives.

Areas to improve

- To engage governors in effective leadership through training and regular, planned, targeted monitoring and evaluation.
- Develop pupils' understanding of Christianity as a multi-cultural faith so that they develop a secure appreciation of the global nature of Christianity.
- Ensure that the impact of actions is fully documented in future revisions of the school's self-evaluation document so that it reflects the effective outcomes of the evolving Christian distinctiveness that is evident through discussions with the school community and visible across the school.

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

Turners Hill CE school provides a high level of nurture and care to its school community through a strong and established Christian ethos. This is evident in the inclusive and positive caring relationships across the school community and the exemplary behaviour seen around the school. Stakeholders have a shared understanding and ownership of the school's Christian values and motto which underpin the daily life of the school. The school promotes its Christian character through a fish which encompasses the school motto of 'Stewards of the Earth, Eager to learn, Faithful to God'; the school's learning values of confidence, independence, creativity and challenge; and the school's eighteen Christian values. The school is explicit in communicating to their community that the combination of these elements 'celebrates what makes us distinctive as a Church School' and pupils understand that the fish is used because it is a Christian symbol. Learners talk with confidence about how supporting their partner schools in Kenya, Tanzania and Spain is connected to the values of generosity, service, hope, justice and responsibility and helps to give the learners there 'a better life'. Learners are secure when making connections between the Christian values and how they impact on their own lives. For some pupils the Christian values have significantly sustained them through times of great personal challenge and they refer to the Christian values of hope and forgiveness. The Christian ethos contributes to pupil achievement which current data indicates is above national average for all groups of pupils. The impact is that pupils are eager to learn with a sense of personal worth. The emphasis of the importance of living a life of integrity based on personal faith and belief alongside a style of teaching that which encourages deep reflection ensures that religious education (RE) has an effective impact on the spiritual, moral, social and cultural (SMSC) development of all learners. One RE display provides opportunities for pupils to place personal prayers and they ask 'big questions' such as 'will God come back to this world?' providing challenge and an opportunity for debate which deepens pupils' understanding of faith. Pupils learn about Judaism, Hinduism, Islam and Buddhism and through this work they develop compassion, empathy and respect for other cultures. They know that learning about other religions is important and 'supports us to be respectful of their faith and practices'. Pupils have been interviewed by the RE leader and answers illustrate that they enjoy RE and understand that RE is important because "you might find yourself in a situation where the message in the Bible, values and morals can help you". The school has recently agreed a shared definition of spirituality to improve consistency of understanding across the school community. Leaders have plans in place to increase pupils' understanding of Christianity as a multi-cultural world faith so that they are fully aware of the global nature of Christianity. Displays around the school of Noah and the ark, link schools abroad, Christian values, spirituality definition, Trinity, crosses, candles and reflection garden, all provide an environment which reflects the school's foundation and as a result frame reflection in a Christian context. This has a positive impact on pupils' SMSC development. However, opportunities are lost to explicitly link 'Stewards of the Earth' to displays and eco work. Therefore pupils are secure about their eco responsibilities but are not yet consistently linking this to the school's Christian values.

The impact of collective worship on the school community is good

Collective worship is a special and distinct time in the school day when Christian values, linked to biblical references, are effectively reinforced. This ensures that the vision and values of the school remain central to the life of the school community. Pupils are actively engaged and respectful through participation in all elements of worship such as singing, reading Bible stories and praying. Y6 pupils help with the physical organisation of worship. However, pupils say that they would like to have a bigger role in worship. Parents value worship because 'it helps the children with values and ethics and a sense of togetherness'. In a recent questionnaire the majority of pupils said that they enjoyed collective worship because it helps them to think about choices in their lives. The person of Jesus Christ is evident in collective worship and pupils have a secure understanding of the Trinity and can name God, Jesus and the Holy Spirit as being 'important aspects of one God'. An RE day for pupils explored the Trinity and spirituality and a quality book was produced for pupils to read which has effectively increased understanding across the school. Aspects of Anglican worship such as the structure of gather, engage, respond and send are well established. Candles and a cross create an appropriate ambience for worship and pupils know that they light the candle because Jesus is the light of the world. Worship is enriched through contributions from the parish church of St Leonard, Turners Hill Free Church and Worth Abbey and this increases learners' understanding of a range of Christian traditions. Services to celebrate Christmas, Harvest, Mothering Sunday, Pilgrimages around the village and to Chichester Cathedral, Y6 leavers service at Worth Abbey and services on the village green effectively reinforce Anglican tradition in a variety of settings. Prayer is important in the school and pupils write prayers to read in services at church and for services on the village green at special times like Remembrance Day. These prayers are valued and shared with the school community through newsletters. Pupils know that prayer is 'talking to God' and 'a time to reflect on ourselves'. The prayer of St Richard is said at the end of the school day and The Lord's prayer is said daily in collective worship. These prayers and the school creed are visible in each class's reflection areas and effectively reinforce their importance. However, pupils would like time to write more personal prayers and parents told me

that their children often come home and teach songs from worship but rarely discuss prayers. Pupils are aware of biblical material and are beginning to relate this to their own lives. One pupil interviewed said that the story of the sower was about how different people acted when listening to Jesus talk about God. Clergy from St Leonards lead worship and give valued pastoral support. Collective worship is well planned by staff and governors. Clergy contribute through planning worship when they lead in school and in church. Pupils evaluate worship and the recent scaffolding of questions is helping them to be more evaluative. For example one pupil reflected that a worship about courage linked to the Bible story of David and Goliath meant that even 'when you are feeling little you can make a big difference'. The headteacher interviews pupils at the start of each term and at the end of term. Through comparing their responses it is evident that worship deepens their knowledge of each Christian value and its place in Christian life. A governor responsible for the majority of collective worship monitoring is no longer on the governing body. Governors aspire to reinstate and formalise the good practice of monitoring and evaluating collective worship within the time constraints that their jobs place upon them.

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

The headteacher, staff team and governing body clearly articulate a strong understanding of how the Christian vision gives direction for the whole school community. The explicit promotion of Christian values is reinforced on the website where parents can access information and activities related to each Christian value. The knowledge of how to reinforce Christian values at home helps families to 'feel part of a Christian community' and parents said that pupils 'feel secure about their faith'. In a recent questionnaire all respondents agreed that the school 'has a set of clear and explicit Christian values' with one parent stating that her child 'reflects upon God regularly and asks me questions on the values she is taught'. Leaders are passionate about serving the needs of the school. They have been proactive in addressing the key issues from the previous inspection and have visited other church schools to explore good practice. Monitoring and evaluation of collective worship is undertaken by leaders across the school and has impacted on collective worship practice. For example monitoring revealed that pupils did not readily connect stories read in worship as being from the Bible. Therefore stories from the Bible are now always read from a visually recognizable Bible and pupils can talk articulately about a variety of Biblical material. The current school development plan includes explicit action points linked to Christian distinctiveness. The RE leader is inspirational and knowledgeable about her subject and produces in-depth action plans for RE. These action plans have improved practice through targeted staff development in house and through diocesan training. Governors are committed to the Christian ethos of the school and support the school very well. They make visits to school enabling them to know their school well, although evaluation of these visits is mostly informal. Governors appreciate the detailed reports from the RE leader and headteacher. The governors' Ethos and Worship committee minutes state that the purpose of these reports is to ensure that 'the committee can satisfy itself that the school is meeting the objectives' and expectations of SIAMS. Governors have challenged the school regarding how secure Anglican tradition is across the school and in response a RE specific questionnaire was compiled to ascertain impact. Governors fulfil some of their monitoring responsibilities through undertaking Christian Character Walks. The impact of one of these walks was that governors noted that there was no prominent sign that reflected the Christian character of the school at the front of the school building. This resulted in the governors commissioning a former pupil of school, who is now a blacksmith, to design and make the beautiful wrought iron cross that now hangs at the apex of the front of the school building. The governors' Ethos and Worship committee support senior leaders in compiling the self evaluation of the school's Christian distinctiveness. The school is accurate in its self evaluation of Christian distinctiveness but the document does not reflect the impact of actions taken to improve the Christian character of the school. Advertisements for new staff detail the school's expectations in relation to Christian values to ensure that the school appoints staff committed to promoting a Christian ethos. Links with the local church community are mutually beneficial. For example, the school decorates a Christmas tree for the Christmas tree festival and money raised from this activity is donated to charities chosen by the church. The incumbent produces videos related to Bible stories and these are used in collective worship and then electronically stored for school staff to use in RE lessons. Parents and clergy view the school and church as 'natural' extensions of each other where all areas of Christian distinctiveness are 'tied in cleverly'. Parents' and pupils' attendance at church services, celebrating major Christian festivals, are effective in bringing a greater understanding of Anglican life to the school community. Staff are well supported in their professional development through use of diocesan and in house training such as the national 'Understanding Christianity' project and this effectively increases the skills and knowledge they have to deliver effective RE. The headteacher and RE leader have attended training related to self-evaluation in a church school and 'Improving Church Schools' and the leadership team pass this information to governors to enable them to increase their understanding of strategic leadership in a church school. The arrangements for RE and collective worship meet statutory requirements.