

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blackboys Church of England Primary School			
Address	School Lane, Blackboys, East Sussex, TN22 5LL		
Date of inspection	23 October 2019	Status of school	Voluntary aided primary
Diocese	Chichester	URN	114547

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	Requires improvement

School context

Blackboys is a primary school with 116 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national averages. The proportion of pupils who have special educational needs and/or disabilities is below the national averages. The school has been part of The St Thomas à Becket Church of England Federation since September 2015. A new headteacher was appointed in September 2018. The religious education (RE) leader has changed three times since the previous denominational inspection.

The school's Christian vision

Be the best you can be. 'Living Life in all its Fullness' (John 10:10)

Key findings

- Driven by good leadership at all levels, the biblically underpinned vision has a positive impact on all aspects of school life, enabling all pupils and adults to flourish.
- The school is a supportive and inclusive community. Pupil behaviour is exemplary. Pupils, parents, staff and governors attribute this to the school's vision and values, which focus on care and respect between everyone.
- The school has a clear definition of spirituality. However opportunities for spiritual development across the curriculum are not consistently taken.
- Collective worship is deeply Christian and links the school's theologically rooted vision and values with biblical teaching. There is scope for increased pupil leadership in collective worship.
- RE assessment over time has not been sufficiently robust to accurately inform pupil progress and future planning. The new subject leader introduced a fresh system for RE assessment in September 2019.

Areas for development

- Complete the implementation of the new system of assessment for RE. Securely embed it, so that the effectiveness of teaching and learning is monitored over time and informs future planning.
- Increase the opportunities for pupils to plan and lead collective worship so that they are more involved in shaping worship.
- Provide further opportunities for spirituality across the wider curriculum to enhance the spiritual development of pupils.

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's Christian vision is biblically and theologically rooted and informed by the local context. It is modelled consistently by the staff and is securely understood by all the school community. The vision promotes high aspirations, as well as how to cope with ups and downs in life. This is valued by pupils and parents. The vision threads through all areas of school life including collective worship and RE. Monitoring and evaluation includes the views of all groups in the school community. Since the previous denominational inspection most areas for development have been addressed. The quality of RE assessment is currently being strengthened. This action has taken significant time due to the lack of consistency in RE leadership, with three different subject leaders. However, the governors have been proactive and established an ethos working group in 2017 to sharpen their effectiveness in relation to RE, Christian distinctiveness and collective worship. The group's monitoring, evaluation and ability to bring challenge has helped to drive forward improvements. The appointment of a new RE leader in April 2019 has led to significant impact in the subject in a short space of time. Leaders and governors are effective in their on-going review of the school and are ambitious for the future improvement of the school.

In line with the school's vision, leaders at all levels seek to provide the best possible learning opportunities for all pupils. They do this, for example, through a broad and balanced curriculum that is based around the use of big questions and enquiry. Pupil outcomes are strong for most pupils, with all pupil groups generally achieving in line with one another. The spiritual, ethical and moral questions raised by pupils inform discussions in RE and collective worship. This contributes to their spiritual and personal development. However, wider curriculum planning for spiritual development lacks depth and therefore spontaneous moments to deepen pupils' spirituality are not always taken. Pupils regularly use the indoor and outdoor prayer spaces and they value time for reflection and/or to pray.

Pupils of all ages confidently share how the school vision and values interlink with the learning code to support them in their learning and behaviour. As a result, pupil aspirations are raised. They are positive and motivated to be the best they can be across all areas of the curriculum and in their relationships with others. They understand the importance of respect. They know this involves them listening and respecting the views and beliefs of others, whose viewpoint may be different to theirs. Behaviour is excellent and pupils of all ages are exceptionally polite. Pupils seek to independently resolve any disagreements with their peers.

Reflecting the school vision, the school places great value on being part of the local community and helping others. Weekly, members of the community are invited to join with the school for collective worship and the community café. The school has a mutually beneficial global link with the Mombasa Mission School in Kenya. Pupils grow as courageous advocates, understanding that their actions make a difference, through for example, suggesting and running termly charity initiatives. As a result, pupils gain an understanding of inequality and injustice, in their community, nationally and globally.

The practical impact of the vision can also be seen in the school's strong relationship with families. Parents are very supportive of the Christian vision, values and ethos. They state that their children flourish at the school. They value the moral basis that biblical teaching gives and opportunities for their children to explore faith and a range of beliefs. Parents feel welcome at the school. They value the approachability and dedication of the headteacher and staff, sharing that they often go, 'above and beyond,' to help their children.

The school has mutually beneficial links with the parish church. In addition there are active links with the diocese. As part of The St Thomas à Becket Church of England Federation, enrichment and extra-curricular opportunities are maximised for pupils. Staff also benefit through training and working together on the development of the curriculum.

Adults as well as pupils are supported to reach their God-given potential. Training is given a high priority and has enabled all staff and governors to learn and grow in their roles. Leaders have accessed diocese-led training and the headteacher has completed the Church of England Professional Qualification for Headship. Training has

resulted both in improvements to teaching and learning in RE and in a better understanding of Church school distinctiveness. Hence staff are better supported for working in a Church of England school context.

The importance the school vision and values place on fellowship is evident in the whole school community coming together for collective worship. Pupils and adults enjoy participating in the interactive and creative opportunities that collective worship provides for daily reflection. Bible stories are linked to the school vision, values and examples from everyday life. Through collective worship and RE pupils learn about the Trinity, the Eucharist and several Christian festivals. As a result they have a growing understanding of the Christian faith and significant events in the church year. The school community benefits from a range of styles of worship, led by the headteacher, staff, pupils, the parish priest, a local pastor and one of the foundation governors. Parents welcome the opportunity to join with the school community for collective worship and church services. The school meets the statutory requirement for collective worship.

RE expresses the school vision and values in relation to gaining knowledge and respecting and caring for others, through the exploration of a range of world faiths and worldviews. The RE curriculum plans have been updated and a new system of assessment has been introduced. Staff are supported in teaching RE by the subject leader and the parish priest. This has strengthened their subject knowledge. Pupils are inspired to be curious and ask deep questions relating to the significance of their beliefs and those of others. Effective questioning facilitates the involvement of pupil of all abilities within mixed age teaching. This ensures a good level of pupil engagement across all year groups. Monitoring of teaching and learning in RE is undertaken by the RE leader. The RE provision reflects the Church of England's statement of entitlement.



The effectiveness of RE is Requires Improvement

Teaching is good in most classes and, where it is not, staff are supported to improve the quality of their teaching. The new RE assessment is in the process of being introduced. However, with no data relating to pupil attainment and progress in RE, pupils are not being sufficiently supported and challenged in their learning. Whilst the RE action plan indicates that RE data will be scrutinised and used by staff to inform future planning by December 2019, this is not in place and therefore not impacting positively on pupils' flourishing in RE.

Headteacher	Graham Sullivan
Inspector's name and number	Gillian Bradnam 935