

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Central Church of England Academy

<b>Address</b>	Orchard Street, Chichester, West Sussex. PO19 1DQ		
<b>Date of inspection</b>	02 April 2019	<b>Status of school</b>	Academy inspected as VA Chichester Diocese Multi-Academy Trust
<b>Diocese</b>	Chichester	<b>URN</b>	143553

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Central CE Academy is a smaller than average junior school with 162 pupils. There has been a significant drop in pupil numbers since the last inspection. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged and pupils who have special educational needs and/or disabilities is above the national averages. Ofsted placed the school in special measures in 2015 and again in 2017. The current headteacher has been in post since April 2018. There has also been a new governing body and a new deputy head from 2018. The school joined the Chichester Diocese Multi-Academy Trust in 2016.

#### The school's Christian vision

Central CE Academy family, together growing in learning, knowledge, life skills and love. 'Love one another as I have loved you,' John 13:34-35. Central is part of a family of schools within DCAT, which share the overarching vision: Helping every child achieve their God-given potential. John 10:10.

#### Key findings

- There is a clear, biblically based and recently revised Christian vision, developed in collaboration between senior leaders and the governing body.
- The overall monitoring and self-evaluation of the school by the governing body is effective. However, not all groups in the school community are involved in the monitoring of collective worship and RE.
- The headteacher's strong personal Christian faith enables him to consistently model the vision, values and the importance of prayer to all in the school community.
- Collective worship is deeply Christian and links the school's Christian vision, values and biblical teaching. The leadership of worship is limited to adults, with assistance from pupil leaders.
- Since the last inspection RE assessment has been introduced across the school. However, detailed data relating to pupil progress in RE has yet to be reported to governors.

#### Areas for development

- Extend the monitoring for collective worship and RE to involve all groups in the school community, to enable accurate evaluation to inform decisions by leaders and governors.
- Provide opportunities for pupils to plan and lead collective worship so that they are involved in shaping worship.
- Embed further RE assessment and reporting to the governing body so that the effectiveness of teaching and learning is monitored over time and informs future planning.

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 distinctively Christian vision focuses on caring for one another within a family environment, so that everyone can learn, gain knowledge and develop life skills. All in the school community value the inclusivity of the vision and being part of a caring school family. Through the consistent modelling of the school's vision and values the headteacher has been key in the recent transformation of the school. Under his leadership with the support of senior leaders, the governing body (executive core group) and the multi-academy trust (DCAT) there has been a thorough drive to raise standards in the last year. This has resulted in significant improvement in pupil progress. Senior leaders and the governing body demonstrate significant rigour in maintaining the school's drive for higher pupil outcomes. The vision clearly shapes the school's priorities and policies. It threads through all areas of school life including collective worship and religious education (RE). The recently updated behaviour policy links thoroughly to the school's vision and has been well received by the staff and pupils. As a result, there has been a significant improvement in pupil behaviour and attendance. The overall monitoring and self-evaluation of the school by the governing body is effective and demonstrates their impact on improvements. However, the monitoring and evaluation of collective worship and RE does not include the views of all groups in the school community. The governing body is also proactively taking steps to ensure the sustainability of governance when the existing executive core group reverts back to a local governing body in the future.

In line with the school's vision for all to grow in learning and knowledge, senior leaders have taken bold curriculum and staffing decisions to enable all pupils to flourish. Internal data shows that current pupils, including those who are vulnerable or have special educational needs and/or disabilities, are making good progress due to more stability in the teaching staff and well-focused teaching. In the last year pupils have benefitted from a richer, broader and more challenging curriculum. Teachers strand the school value for the month and the main points from collective worship into their teaching. This ensures that the school's vision and values, worship, RE, PSHE and the wider curriculum interlink. Reflection, both as prayer and within the curriculum, enables good spiritual development. Pupils and adults value these times for quiet thought, which provoke personal responses to a range of stimuli.

Reflecting the school vision's focus of caring for one another, senior leaders speak with passion about the school's approach to the wellbeing of all pupils. The school is committed to providing the best opportunities for each individual child in an inclusive environment. The close monitoring of pupil progress across a range of needs ensures appropriate support is in place for pupils. As a result, pupils make good holistic progress emotionally and socially, as well as academically, spiritually and culturally.

Pupils articulate that the school vision and values raise their aspirations in relation to their learning, spiritual development and behaviour. They are motivated to achieve high standards. They understand the importance of respect and that this involves them listening and respecting the views and beliefs of others, whose viewpoint may be different to theirs. Pupils seek to independently resolve any disagreements with their peers and know to seek help from an adult if needed.

Centred on the importance of caring for others in the school vision, pupils are keen to make a difference through social action. They express with confidence ethical and moral reasons to support those in need, rooted in being a caring Church school community. Pupils support a number of initiatives to help those in need locally, nationally and globally. As a result, pupils gain a good level of understanding of inequality and injustice at a local and global level.

The practical impact of the vision can be seen in the school's relationship with families. Parents are very supportive of the school's vision and ethos and share that their children are happy at the school and enjoy learning. Parents feel welcome at the school and value the approachability and care of the headteacher and senior leaders. Staff listen to any parental concerns and act promptly to resolve issues. In addition, the school supports school families in challenging circumstances.

The importance the school vision places on being a family, learning and growing together is evident in the whole

school community coming together for collective worship. Pupils and adults value the opportunity that collective worship provides for daily reflection, when Bible stories are linked to examples from everyday life. Through collective worship and RE pupils learn about the Trinity, the Eucharist and a number of Christian festivals. The school community benefits from a range of styles of Christian worship, with a significant number of local churches leading collective worship as well as the headteacher and staff. This ensures that they develop an understanding of both Anglican and other Christian traditions. Links between the school and local churches are mutually beneficial. Parents enjoy opportunities to join the school for collective worship and church services. The school meets the statutory requirement for collective worship.

Adults as well as children 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. Diocesan-led training has resulted both in improvements to teaching and learning in RE and in a better understanding of Church school distinctiveness.



**The effectiveness of RE is Good**

RE fully expresses the school vision in relation to gaining knowledge and loving and caring for others, as pupils speak with care and respect about world faiths. The RE provision is good and reflects the Church of England's statement of entitlement. Support from the experienced RE lead and training in using the Understanding Christianity resource has increased staff knowledge and confidence. Monitoring of teaching and learning is undertaken by the RE lead and the academy improvement partner. Teaching is good in most classes and where it is not staff are supported to improve the quality of their teaching. The current RE assessment is fairly new and is in the process of being embedded. Pupil progress data is recorded and tracked. Progress for all pupil groups is in line with local expectations. To date the governing body has not discussed pupil outcomes in detail but this is planned for the summer term.

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