



Singleton CE Primary School

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection: 10 September 2012

Name of inspector: Julie Burnett-Kirk

NS inspector's number: 748

School address: Charlton Road
Singleton
West Sussex
PO18 0HP

Unique reference number: 125993

Status: Voluntary Controlled

Number on roll: 63

Age range of pupils: 4-11

LA: West Sussex

Name of chair of governors: Malcolm Scott

Name of headteacher: Christopher Todd

Date of previous inspection: July 2008

The inspection of denominational education and collective worship in the school was carried out in accordance with Section 48 of the Education Act 2005

Description of the school

Singleton CE Primary School is a small but growing, rural school situated in the beautiful setting of the South Downs National Park. It has a close relationship with its local church of The Blessed Virgin Mary. The children are grouped into three mixed age, mixed ability classes. Approximately 56% of pupils come from outside the immediate catchment of the school. In the last year, the school has been extended to provide additional classroom space and has improved the grounds with new play equipment and outdoor learning spaces. The current headteacher has been in post since January 2011. The school has gained a range of awards including Sing Up Gold Award (March 2012) and UNICEF Rights Respecting School Recognition of Commitment (March 2012).

Summary judgement

The distinctiveness and effectiveness of Singleton CE Primary School as a Church of England school are good.

There is a well established ethos of caring and respect based on Christian values. Children of all ages look after each other and are happy and enjoy learning. They particularly value their environment and are building the Rights Respecting School values into their everyday life. There is a good relationship with the rector of the local church and the foundation governor is actively involved in the life of the school. Parents speak highly of the school's approach to their children's spiritual and moral development.

Grade: 2

Established strengths

- Strong sense of belonging between the school, the church and the community
- Effective collaborative planning for collective worship
- Clear Christian vision that drives the school development plan

Focus for development

- Make explicit links to specific Christian values in worship and teaching
- Involve the children in planning and leading elements of collective worship
- Involve the whole school community in evaluating the impact of worship on children's spiritual development

The school meets the statutory requirement for Collective Worship	Yes
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The school, through its distinctive Christian character is good at meeting the needs of all its learners.

The Christian character of the school influences the harmonious atmosphere and good quality of relationships throughout the school. This is evident in the good understanding and respect children have for themselves and others. There are rarely any behaviour issues and parents described the school as one where 'the bigger ones look after the little ones and they feel safe and help each other and look after each other.' Children, staff, parents and governors appreciate the relationship between the school and the parish church. The rector described this as giving the children a sense of community and continuity. Children are familiar with the church, stories from the Bible and some aspects of other religions through classroom teaching and worship.

The developing focus on being a Rights Respecting School has had an impact on children's moral development and their awareness of their role as responsible citizens in the world around them. However some opportunities are missed to enhance children's spiritual development through closer links to specific Christian values and their impact on everyday life.

The school makes effective use of the grounds and the surrounding Downs to promote social and physical development and is sometimes extended to include spiritual development. Displays of work inside the school are attractive and some celebrate learning in Religious Education (RE), but there are few explicit links to Christian values.

Grade: 2

The impact of Collective Worship on the school community is good.

Children experience worship both in school and also in the parish church, where they regularly attend for special services, Christian festivals and class services each term. Worship is planned collaboratively with the headteacher, the rector and another local school. Themes are based on Christian values and contemporary references, for example during the Olympics the theme of perseverance was linked to athletes running the race and children setting their eyes on Jesus.

Children are encouraged to be involved in worship through the use of an 'interactive worship wall', which includes relevant posters, photos, verses and information about the theme. However, pupils do not frequently lead significant aspects of worship. There are some links between worship and RE and the wider curriculum.

Children are comfortable in church and familiar with Christian symbols, common prayers and Anglican traditions and practice. There is a calm and reverential atmosphere during worship. Prayer is used throughout the school day. For example, there is now a school prayer and grace is sung at lunch time. Children write their own prayers for use in class and many of these refer to the beautiful environment surrounding their school and where they live. There are only limited opportunities for the whole school community to be involved in monitoring and evaluation of worship and its impact on children's spiritual development. However, the RE co-ordinator has made a good start to finding out what the children think of collective worship, for example Year 6 children described their enjoyment when they had the opportunity to plan and organise a time of worship in the summer term. It is planned to use this approach more often.

Grade: 2

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

The headteacher ensures that the Christian character of the school drives their vision for the school to create an inclusive school community in which all members feel valued. The school successfully promotes the importance of being a church school and has effective partnerships with parents, their local church and the wider community. Parents and governors especially enjoyed the school's Easter service, which was held in different locations in the village and finishing in the church. The annual questionnaire to parents demonstrates high level of support for the Christian ethos of the school. Parents provide very positive feedback about the school and described how the school supports them and how staff are friendly and always available. Parents attend worship events at the school, which was an area for improvement from the previous inspection. There are good links to the locality group of schools, for example through the Opera Project and to the diocese through services at Chichester Cathedral. The school has recently taken advantage of Diocesan training to support their monitoring and evaluation, which was an issue from their previous inspection. Children are involved in a variety of charity work and their experiences are strengthened through visitors to the school from a wide range of backgrounds.

The school's self-evaluation, as a Church school, is detailed and accurate, however the process does not involve the wider governing body. The foundation governor is actively involved in supporting the school.

Grade: 2