



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Compton & Up Marden Church of England Voluntary Controlled Primary School

Address School Lane, Compton, Chichester, PO18 9EZ

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

School’s vision

Excite, Engage, Include
'Living life in all its fullness'
(Love, Hope, Forgiveness, Perseverance, Respectfulness)

Key findings

- The school’s Christian vision for everyone to ‘live life in all its fullness’ underpins all aspects of school life. The school community talk enthusiastically about the vision and the associated values and the way in which they are shaping a deeply inclusive culture.
- The headteacher’s strong Christian leadership, fully supported by the school community, is skilfully driving the school’s rapid and positive development.
- The school staff take advantage of the school’s rich and varied environment to promote learning and pupils’ spiritual development, but do not yet have a shared understanding or approach to spiritual development.
- Collective worship and prayer are central to the school and clearly express the vision. Invitational, inclusive opportunities for worship and prayer are well planned and evaluated. Pupils’ involvement in leading has recently been limited.
- Pupils flourish in religious education (RE) through provision that increasingly expresses the vision, securely meets Church of England requirements, and enables pupils to develop a good understanding of Christianity and a range of faiths and worldviews.

Areas for development

- Develop a whole school understanding of spiritual development in order to provide well-planned, meaningful opportunities to support all pupils in their spiritual development.
- Strengthen pupils’ understanding of diversity through partnerships with the wider global community and enable them to engage in courageous advocacy and social action that goes beyond charitable fund raising.
- Enable pupils to lead more frequently in the planning, delivery and evaluation of worship so they are more actively involved in the process of collective worship.

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

Compton and Up Marden has undergone rapid and significant development since its integration into a local federation of small schools. It has adopted the federation's Christian vision for everyone to be 'living life in its fullness'. In this school these words spoken by Jesus, describing himself as 'the good shepherd', help to shape the approach to teaching and learning. The school community chose to add the words 'Excite, Engage, Include' to make more explicit its vision for everyone to thrive in a deeply inclusive culture. Five associated Christian values – love, hope, forgiveness, perseverance and respectfulness – help to shape the day to day living out of this vision.

The vision of a rich, full life for everyone can be seen in recent initiatives introduced under the new headteacher's strong Christian leadership. An exciting and engaging enquiry approach to the curriculum has been adopted with inclusion strongly emphasised. All pupils have equal access to this curriculum. The inclusion co-ordinator ensures the learning needs of pupils with special educational needs or disabilities (SEND) are now met within the classroom environment. Well-qualified and experienced teaching assistants provide carefully targeted support and focused interventions. Careful monitoring of progress and attainment ensures all pupils' learning needs are met. The integration of the local Montessori nursery into the school has further promoted inclusion as part of renewed links with the local community since the pandemic.

The school's vision for fullness of life is seen in its engagement with the Diocese and within the federation. These partnerships enrich staff understanding of the school as a Church school and strongly support the school's development of positive learning experiences. Spiritual development is a priority and teachers provide regular opportunities for pupils to enjoy the extensive grounds and the forest school. However staff do not yet have a shared understanding or approach to spiritual development. Effective monitoring by well-informed governors ensures that spending decisions link closely with the school's Christian vision.

The day to day living of the vision is deeply underpinned by the school's Christian values. High-quality care and relationships are clearly evident across the school community. Pupils absent during lockdown were contacted regularly to check on their welfare and older pupils 'buddy' younger pupils at lunchtime and breaktimes. Pupils confidently talk about the importance of forgiveness and making a new start when relationships break down. 'Life in its fullness' is seen in pupils' evident enjoyment of school and in the resulting high standards of behaviour and attendance.

Pupils and adults demonstrate mutual respect. This is seen, for example, in the School Council and the Young Ethos Group. As they live out the vision, leaders encourage and value the opinions of all pupils. As a result, pupils are confident to express themselves, to discuss big questions relating to the world, and to take social action through numerous charitable fundraisings. This frequently involves the whole school community such as helping Ukrainian refugees. Social action that goes beyond fundraising is at an early stage.

Staff relationships are strong, caring, and supportive. Good staff mental health and wellbeing is actively promoted and a regular governor meeting agenda item. Staff feedback is regularly sought and informs developments. For example, the future appointment of an additional teacher to support the workload of the inclusion co-ordinator. Staff feel valued and respected. Parents speak highly of the school's caring, nurturing ethos and describe it as 'a family' giving numerous examples of how the school has supported them. Parents' positive views of the school are reflected in the rising number of pupils on roll.

Collective worship is a central feature of the daily life of the school, sustained online during the lockdown. It expresses the vision by ensuring it is exciting, engaging and inclusive in exploring Christian teachings and how they can be lived through the vision's associated Christian values. One example is a lively, dramatic retelling of the story of the Lost Sheep, where pupils joined in enthusiastically and embodied the values of love, hope and perseverance. Pupils can confidently retell Bible stories and explain how the associated Christian values affect their everyday lives and their attitudes to work.

Prayer and reflection form an integral part of worship and the life of the school, helping the school community to grow spiritually. Worship regularly includes the Lord’s prayer and a ‘lighting the candle’ prayer. Other prayer opportunities are at lunchtime and home time, and prayer areas in classrooms where pupils write and display their own prayers. Pupils describe how these opportunities enable them to thank God or seek God’s help when something affects them.

Worship involves everyone. Parents relish the opportunity to participate in worship in church at key Christian times of the year. The key elements and traditions of Anglican worship are meaningfully included which helps everyone appreciate the different ways that Christians worship. Pupils explain that the candle lit at the start of worship reminds them that Jesus said he was the light of the world. Worship helps pupils to understand the trinitarian nature of Christianity. Some older pupils can explain this in their own words. Special worship focusing on national and international events or disasters enables pupils to understand how faith sustains people in times of crises and inspires people to help.

Planning by the school leadership ensures worship meets Church of England guidance. Monitoring and evaluation are effective and inform developments. For example, the pupils’ Young Ethos Group feedback developed the range of prayers in worship. Various adults, including staff and clergy, lead worship. The local rector regularly stays after worship to give pupils opportunity to discuss big questions arising from the worship. Opportunities for pupils to be more fully responsible for planning, leading and evaluating worship have lapsed during the pandemic.

Pupils flourish in religious education. Inspirational RE leadership ensures high quality provision that securely reflects the Church of England’s RE Statement of Entitlement and expresses the vision. Effective teaching enables all pupils to develop a good understanding of Christianity and a range of faiths and worldviews. However, pupils currently have limited opportunities to learn from culturally diverse communities in the wider world. The living of the vision in RE provides safe opportunities for pupils to reflect on their learning about a range of religions and confidently discuss their own views. Strengthened by the federation, rigorous monitoring and evaluation systems accurately identify the effectiveness of teaching and learning and areas for development.

Contextual information about the school

Date of inspection	30 March 2022	URN	125979
Date of previous inspection	24 March 2015		
School status	Voluntary controlled primary school	NOR	68
Name of Federation	Downland Village Schools Federation		
Diocese	Chichester		
Headteacher	David Bertwistle		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)	The school joined the Downland Village Schools Federation with two other Church schools in March 2021. The federation’s executive headteacher became head of the school and a new school governing body was constituted.		
Inspector’s name	Richard Dyer	No.	513