

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

<b>Chalfont St Peter Church of England Academy</b>			
<b>Address</b>	Penn Road, Chalfont St Peter, Gerrards Cross, Buckinghamshire, SL9 9SS		
<b>Date of inspection</b>	7 May 2019	<b>Status of school</b>	VA Academy
<b>Diocese</b>	<b>Oxford</b>	<b>URN</b>	136726

<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>

<b>School context</b>
Chalfont St Peter Church of England Academy is a primary school with 348 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 national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last SIAMS inspection, and Ofsted report a new headteacher has been appointed.
<b>The school's Christian vision</b>
'We are a <b>C</b> ommunity that is <b>S</b> upportive, <b>P</b> repared and together we <b>A</b> chieve life in its fullness' John 10:10
<b>Key findings</b>
<ul style="list-style-type: none"> <li>The school has a clear biblical vision agreed on by all stakeholders. The vision is reflected through good leadership across all aspects of the school community.</li> <li>The school has created an inclusive, nurturing environment. This complements its vision, that is, to be a community that prepares pupils to live a full life (John 10:10).</li> <li>Collective worship is an important part of the school day. Pupils help deliver the content but do not yet plan worship. Worship is observed by governors but is not formally tracked or reported.</li> <li>The school has an exciting and rich curriculum. This is made accessible to all children including those who have additional learning needs. The inclusive way that the curriculum is delivered is a reflection of the school's vision to work together.</li> <li>Religious Education (RE) is thoughtfully planned and taught as a discreet subject. It is also delivered as part of the school's wider curriculum. Assessment of RE shows children's attainment to be in line with other subjects.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>Governors and school leaders to develop formal tracking systems, at strategic and management level, for RE and collective worship.</li> <li>Continue to offer children opportunities for spiritual development through taking an active part in leading collective worship.</li> <li>Regularly review all policies to ensure they reflect the inclusive nature of the school's original purpose and its current vision.</li> </ul>

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

Chalfont St Peter Academy is a happy and welcoming school where children feel valued and special. It has a clearly identified Christian vision established through its understanding of John 10:10. The school's desire is that, as a learning community, they should achieve 'life in all its fullness'. The vision is longstanding and continually addressed by leaders, including governors, to ensure it is the centre of all the school does. The wording of the vision was recently updated. It is now in a format that can be readily remembered by the children. The school's vision and values are a clear expression of who they are.

The school environment is attractive and well-organised and display boards reflect the school's vision. The interactive prayer board in the school's entrance hall demonstrates how the school spiritually nurtures its pupils and staff. Each member of this community has an important place, and this creates a sense of 'belonging'. This was expressed by a governor who explained 'there is a strong sense of family at our school'.

The Chalfont St Peter community is characterised by the care it has created though a deep commitment to its vision. Adults recognised the vision as an effective tool to develop children's emotional and intellectual growth thus creating resilient learners. For children with emotional barriers to learning, the school provides a unique space, (called 'the nest'), to develop confidence and self-esteem. Here the children respond well to the inclusive atmosphere which has been created by skilled staff. Activities foster the wellbeing of the pupils, as one child said, 'I feel special because I come to the nest'. The focus on social and emotional needs is restorative. It helps pupils understand their own emotions and build strategies to deal with them. Through this work the school's Christian vision supports pupils' spiritual, moral, social and cultural (SMSC) development very well.

In addition, leaders recognise the importance of a healthy mind and spirit for everyone within its community. To this end, mindfulness is part of the curriculum for children and staff. Additionally, in collaboration with school leaders and staff, a summer house is being converted by children, into a 'calm cabin'. This will be a place for prayer and spiritual reflection. Through such actions it is evident that children's opinions are listened to and acted on. Parents said the rich spirituality within school, including the construction of the calm cabin, brings another perspective to life.

The diverse, broad and balanced curriculum allows pupils to succeed because it makes learning attractive. The headteacher, supported by her senior leadership team, ensure that the curriculum is underpinned by the school's Christian vision. In addition, they have a clear understanding of the cohort's academic ability. They use the school's vision to strive for the academic success of all children in their care. Support is given to every child to be 'prepared' for the next stage of their education. There is high quality intervention and provision for children who struggle to access learning. These children are supported by skilled adults who understand how to help them learn. As a result, attainment at the end of key stage two is strong and above national and local averages. Parents hold the school and the work of the staff in high regard. They explained that teachers 'go the extra mile' to support their children's learning. They whole-heartedly support the nurturing environment the school provides. They believe the school's vision prepares children by 'equipping them with skills for life'.

Leaders ensure opportunities are created, through religious education (RE), to increase pupils' knowledge of the world around them. The 'global agenda' taught within RE contributes to the spiritual and moral development of learners. For example, it encourages them to take action in fundraising opportunities to support other people or social issues. In this way the heart of the school's vision, to be a caring and supportive community, is borne out.

Pupils are reflective in their approach to issues such as gender equality, sustainability and poverty. They articulate with compassion their understanding of global inequality. For example, one pupil explained 'it's not fair that girls can't go to school in some parts of the world'. The school's vision effectively fosters respect and social concern for different local communities. Consequently, pupils said, although their school is a church school, 'anyone can come' and 'we are all friends'.

The teaching of RE reflects the Church of England Statement of Entitlement well. A pupil reported that, during RE, she liked to hear about Christianity as she already 'knows lots about' her own religion. Another said he 'already goes to church' but coming to school makes him a 'stronger Christian'. They all believe coming to this school helps

them become good citizens. They attributed this to the school's approach to global issues. Through such work the school is fulfilling its vision to be a 'supportive community' that is living 'life to the full'.

The RE leader is making good headway in implementing systems for the assessment of RE. Changes in the approach to RE assessment are enabling a concerted drive towards improvement. Governors have a deep understanding of their school. However, their oversight of RE has been informal and they do not yet have a systematic approach to monitoring RE.

Daily collective worship is an important part of school life. It is centred on the Bible and the teachings of Jesus. It is varied, well planned and linked consistently to the school's values. The vicar and youth worker are an integral part of the planning and delivery of worship. The vicar advises on Anglican tradition and practice and leads worship in school and in the parish church. Through collective worship children are beginning to learn about Anglican traditions. For example, they are invited to use the 'call' and 'response' of 'God is good all the time' and do so with enthusiasm and respect. Pupils are given tasks to deliver during collective worship however they do not yet lead or plan collective worship. Parents, staff and children acknowledged collective worship as an opportunity for individual reflection and spiritual growth. This is seen around the school where spirituality is enhanced through the imaginative use of spaces and displays. In each classroom a decorated cross provides links to the school's vision or current theme of worship. Consequently, collective worship enhances the day to day life of the whole school community. Governors know their school well. Through informal observation of collective worship, they are aware of its effectiveness.

The vision for the school to be a loving supportive Christian family, underpins the academic and spiritual growth of this community. It successfully upholds the dignity and value of all as children of God, giving pupils ample opportunities to flourish (John 10:10).



### **The effectiveness of RE is Good**

Through consistently good or better teaching, RE makes a constructive contribution to the Christian character of the school. A range of teaching strategies are used effectively.

Children's ability to use thinking skills such as 'enquiry' and 'reflection' is encouraged through well planned and taught RE lessons. For example, children are given good opportunities to reflect on similarities in religions.

Religious education makes good cross curricular links. This helps to embed RE concepts into real life thus reflecting the school's vision to be 'prepared for life' (John 10:10).

Assessment procedures put in place by the RE leader shows that RE attainment is in line with other subjects at the school. All children, including those with additional needs, reach expected attainment. Currently, governors do not have systems in place to rigorously monitor RE and thus ensure sustained improvement.

Headteacher

Hayley Broad

Inspector's name and number

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