

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Wittering Parochial Church of England School	
Address	Pound Road, Chichester, PO20 8AJ
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
We strive to create a safe and inclusive environment for children to ENJOY learning and life in its fullness, ACHIEVE their potential by aiming high and ASPIRE to explore all opportunities God has planned for them; to flourish and grow into strong, resilient and reflective life-long learners.
Key findings
<ul style="list-style-type: none"> • A compelling Christian vision is expressed with the support of key values. It is seen in practice but the theological basis is not fully understood by everyone. The vision and associated values shape developments but monitoring of the school as a Church school is not supported effectively by governors. • Inclusion is prioritised by leaders to ensure that everyone is nurtured and guided to be the best they can be. A broad range of targeted support ensures that pupils and adults flourish. • Pupils are powerful advocates for change within the school, the local community and the wider world. They see their actions as a direct response to care for God's world, its oceans and people. Their understanding of cultural diversity in Britain, however, is less well developed. • Collective worship is inclusive and inspirational. It forms a very important aspect of school life for pupils and adults. Prayer and reflection are integral to school life. • Religious education (RE) is well planned, sequenced and taught because of strong leadership and commitment to continuing teacher development. Pupils progress well and make connections between learning over time.
Areas for development
<ul style="list-style-type: none"> • Ensure a shared understanding of the theological underpinning of the vision so that it is sustainable and expressly drives ongoing development. • Implement systems for all governors to effectively monitor and evaluate the school as a Church school. • Widen pupils' understanding and respect of cultural diversity in Britain today.

Inspection findings

A clear and inclusive Christian vision drives all that the school does. Leaders at all levels use it as the basis for their decisions to enable all pupils to flourish. Central to the school's success is the team of dedicated staff. They strive to ensure all children have opportunities to enjoy learning, achieve their potential and aspire to live life in all its fullness. Staff are determined to help pupils overcome barriers to success. Parents are highly supportive and passionate about the individual attention their children receive. Governors are committed to the school but many are new to the role. They work with senior staff to ensure that the Church school ethos is maintained and developed alongside the curriculum. A few key leaders articulate the biblical roots of the vision but there is not a clear, shared understanding of its theological underpinning amongst senior leadership and governors. Monitoring, as a Church school, is not completed effectively enough by governors. As a result, they do not sufficiently contribute to school self-evaluation.

Pupils, staff and their families thrive at West Wittering Parochial School. It is clear that each person is known and their needs understood. In line with the vision, staff ensure that vulnerable pupils are embraced. There is a clear focus on providing a range of interventions to assist learning, mental health and well-being. These ensure that children, staff and parents are able to express concerns and receive timely support. For example, pupils value the daily use of the emotional register which enables them to communicate how they are feeling. They know that this is responded to by staff and prompt support provided. As a result, pupils are enabled to have the resilience to cope well when things are difficult. Consequently, they persevere and make positive choices. Everyone in the community is treated with dignity and respect. There is a sense that each individual is greatly valued and nurtured to become the best they can be. Behaviour is good and relationships are strong between all in the school community.

In keeping with the vision, learning experiences are aspirational. They serve the varying needs of pupils well. Experiences are enriched through wide-ranging extra-curricular activities along with themed weeks. Children enjoy their learning and achieve well as a result. Outdoor opportunities celebrate creation and enable pupils to develop a love of the natural environment. They have a deep understanding of oceans, marine life and threats to this environment. Learning outside strongly supports spiritual development and understanding of place in God's world. Frequent opportunities to study at the beach make a very positive contribution to this. Pupils value the 'time to stop, listen and feel the power of the sea'. Inspiring experiences enable them to become articulate advocates for change. Pupils speak passionately about how they make a difference in the world. A system of 'community action and service' includes beach cleaning and litter picking around the village. Pupils are rightly very proud of the active contributions they make to the world around them. An established link with a school in Sierra Leone enables them to appreciate aspects of inequality and justice globally. Motivated through a study of Africa and some challenges people face, pupils were inspired to respond. They led a fundraising initiative to enable a village in Sierra Leone to access clean, safe water through the charity WellFound. Because the majority of children at the school are White British, leaders provide opportunities for teaching about diversity. However, pupils' understanding of cultural diversity in Britain today is limited.

Pupils and adults flourish as a result of collective worship. It allows them time to grow together as a community through reflection on stories from the Bible. Themes are well planned and reinforce the vision and associated values. As a result, pupils are inspired to apply them to their lives. One child correctly explained that behaviour around school shows 'the fruits of their learning'. Pupils speak with conviction and illustration of how they served

others as a result of a focus on Christian service. When describing a visit to a local care home, one described the experience as ‘mirroring Jesus’. Pupils’ understanding of Christian festivals is well developed. Staff and parents welcome the opportunity to worship together at these special times. There is a strong connection with the local church and the vicar is a valued member of the community. He leads worship regularly and makes a significant contribution to the spiritual life of the school. Pupil ambassadors lead aspects of collective worship. They are also encouraged to give feedback about their experiences and the reflection areas in classrooms. This has led to a more interactive and engaging approach. Direct links between themes explored in collective worship with class reflection areas are successful in deepening pupils’ understanding. Opportunities for children to be quiet and have time to wonder are effective.

The RE curriculum is driven by the school’s Christian vision. Pupils enjoy the subject and achieve well. They are inspired to be curious about the world because of the well-planned and sequenced learning opportunities. Children talk with confidence and in depth about Christianity. In addition, they develop good knowledge and understanding of major world religions. Pupils are able to discuss the impact of faith and beliefs on society and culture. They know and remember more about Christianity and a range of worldviews over time. RE lessons ensure pupils explore searching questions and apply their knowledge to new areas of study. For example, when exploring what happens in a Sikh Gurdwara pupils made connections with other places of worship. RE is well led and leaders cascade knowledge to other staff through training in association with diocesan support. As a result, teachers engage children effectively through a broad and active approach. RE makes a good contribution to achieving the vision. It enables pupils to flourish and become reflective learners.

Information			
School	West Wittering Parochial Church of England School	Inspection date	26 June 2023
URN	126000	VC/VA/Academy	Voluntary controlled
Diocese/District	Chichester	Pupils on roll	101
Headteacher	Nicholas Matthews		
Chair of Governors	Stella Hadley		
Inspector	Susan Costa	No.	902