

## National Society Statutory Inspection of Anglican Schools Report

### Boxgrove Church of England Voluntary Controlled Primary School

The Street,  
Boxgrove,  
Chichester,  
West Sussex.

**Diocese: Chichester**

LA:West Sussex

Dates of inspection: 24-25 November 2005

Date of last inspection: 24 25 and 28 January 2000

School's Unique reference number: 125974

Headteacher: Andrew Simpson

Inspector's name and number: Olivia Izzard

#### School context

Boxgrove Primary is a small rural three-class school situated close to the village of Tangmere and the cathedral city of Chichester. Approximately half of the pupils come from Boxgrove whilst the remainder are drawn from further afield. The children come from a wide variety of socio-economic backgrounds. The oldest section of the school building dates from the middle of the nineteenth century and also includes a remote building built in 1935 which is used as a classroom and assembly area. In 1996 a third classroom was opened with adjoining lavatories and cloakrooms and in 1997 space was reorganised within the main Victorian building to provide for a staffroom, headteacher's office and reception office. However, there is no school hall at the present time despite continual lobbying for one by the governing body.

#### Summary Judgement

Boxgrove is an effective church school: good relationships within the school community are characterised by Christian care and concern for others. Learners from all groups feel valued and special, with the differing abilities of all the pupils well-catered for. Links with Boxgrove Priory and the local community are particularly strong. Opportunities for spiritual, moral, social and cultural education are good. Pupils' and parents' views of the school are carefully considered and acted upon appropriately. Worship plays an important part in the life of the school and is consistently and recognisably Christian. It honours the Anglican tradition, making good use of its links with the local church. The school is well managed and stake holders are regularly consulted on its effectiveness.

#### Established strengths

- A strong and distinctive ethos, built on Christian principles, which is shared by everyone in the school;
- An attractive and varied school building and environment, despite space limitations, further enhancing this ethos and making a significant contribution to the pupils' spiritual development;
- The very good quality of relationships between the school, the local church and the local community which reflect the Christian character of the school.

#### Focus for development

- To ensure that more extensive written evidence of the school's Christian foundation is included in the school's aims;
- To include within the school information document a statement relating to parents' rights regarding withdrawal from acts of collective worship and RE;
- The introduction of formal assessment procedures to monitor and review the effectiveness and impact of the acts of collective worship.

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school makes good provision to meet the needs of all its learners including gifted and talented pupils, those who have special educational needs and those experiencing difficulties. There is a generous allocation of teaching assistant time. Conversations with a significant number of parents and pupils demonstrate the care and commitment shown by all members of staff. Learners from all groups feel valued and special. A positive reward system gives all pupils encouragement and contributes to each pupil's sense of worth. The strong Christian character of the school is reflected in the attitude of the pupils and staff who are friendly, helpful and caring towards each other and towards visitors. Whatever their religious faith, the

children's spiritual, moral, social and cultural development is good. Spiritual development is encouraged through reflection within acts of collective worship, opportunities for prayer before lunch-times, general class discussion and 'circle times' and the provision of an attractive, varied school environment. Pupils are encouraged to debate issues and identify moral and social problems through effective 'circle times'. One pupil explained that 'circle times give us an opportunity to talk about our feelings'. Opportunities for cultural development are effective in making pupils aware of different cultures through active fund-raising for projects overseas. The children are constantly made aware of the cultural diversity of British society through, not only RE teaching, but by the provision of a good bank of resources and effective use of display.

Grade 2

#### **What is the impact of collective worship on the school community?**

Worship occupies an important place in the life of the school and is a key element in its Christian witness. Acts of worship are consistently well planned and their content is in keeping with the school's church status. The headteacher, who is the worship co-ordinator, holds regular planning meetings with staff and visiting speakers to discuss the content and programme for acts of collective worship. Christian festivals and celebrations are clearly identified within the planning and staff are fully involved in the leading and participation of acts of collective worship, demonstrating its importance to school life. During the acts of worship pupils demonstrate positive attitudes: listening attentively, contributing thoughtfully, singing enthusiastically and reflecting and praying respectfully. Their discussions demonstrate a good understanding of the Anglican faith and the significance of Christian symbolism including the cross, the crucifix and the candle.

Although pupils are sometimes asked for their views in discussion, there are no formal structures in place to monitor the effectiveness of acts of worship.

Grade 2

#### **How effective are the leadership and management of the school as a church school?**

The quality of leadership contributes significantly to the success of the school. Its Christian purpose is clearly understood and communicated to pupils, staff, governors and parents through discussion and example. The headteacher and governors work well together to promote a Christian vision of the school through their care and concern for everyone within the school community. However, this Christian vision should be made more explicit in the wording of the mission statement and the school aims in the prospectus and written policies. Although there are currently no withdrawals from acts of collective worship and parents are informed of their rights, a statement regarding right of withdrawal should be included in the School Prospectus. There are very strong links with the village church, Boxgrove Priory, and Chichester Cathedral, all of which are used regularly as teaching resources. The school has appropriate plans in place to visit other places of worship, including a mosque. Teaching and non-teaching staff feel involved and appreciated and relationships between all members of the community are good. Parents feel that the school has a special quality that enables learners of all backgrounds to flourish as individuals. They are appreciative of the school's consistent efforts to seek their views and act upon them accordingly.

Grade 2

SIAS report 24-25 November 2005 Boxgrove CE Primary School The Street, Boxgrove, Chichester, West Sussex.