



Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report

Name of school: St Giles' CE Primary School

Address: Church Lane
Horsted Keynes
Haywards Heath
West Sussex RH17 7AY

Name of inspector: Derek Bastide

NS inspector's number: 418

Date of inspection: 5-6 June 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

Information about the school

Type of school:	Primary
Unique reference number:	126057
Status:	Voluntary Aided
Number on roll:	109
Age range of pupils:	4-11
Gender of pupils:	Mixed
LEA:	West Sussex
Name of chair of governors:	Marion Lott
Name of headteacher:	Joanna Francis
Date of previous inspection:	April 2004

Description of the school

St Giles CE Primary School is a small all through primary school located next to the parish church. Roughly three quarters of the pupils come from the village with the remainder coming in from surrounding villages and from the local town of Haywards Heath. The school is celebrating its 300th anniversary this year.

Key for inspection grades

1	Outstanding
2	Good
3	Satisfactory
4	Inadequate

Summary judgement

The distinctiveness and effectiveness of St Giles' CE Primary School as a Church of England school are good. The Christian faith underlies the school's work and all stakeholders share a common vision. Individuals are cherished and feel valued and special. The impact of both Religious Education and Collective Worship is good. There is a very strong relationship with the parish church.

Established strengths

- The high quality of relationships within the school
- The strength of the relationship with the Church
- The high standard of behaviour among the pupils

Focus for development

- Introduce a more formal method of ascertaining the views of pupils on Religious Education and Collective Worship
- Develop a shared whole school approach to the assessment of Religious Education

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

The school, through its distinctive character, is good at meeting the needs of all its learners. As Christian understanding and values are central to the school's approach, the development of the whole child and of each and every child is the school's major focus. There is a happy and purposeful atmosphere in the school which encompasses all the pupils. Parents are full of praise. As a mother said, to the agreement of the rest: 'The school is caring, loving and supportive for teachers and pupils alike.' Relationships within the school are very good. Pupils and parents both testified to the success of the Buddy system which, by being built into the weekly timetable, really does strengthen relationships across the school.

Spiritual, Moral, Social and Cultural development (SMSC) is supported by a good policy which indicates how these four areas are developed across the curriculum. Evidence seen both from lessons observed and talking with pupils, parents and teachers indicates that it is having a strong impact. Noting the activity of the school in terms of visits to, for example, places of worship shows that cultural development continues to develop effectively.

Grade: 2

What is the impact of Collective Worship on the school community?

The impact of Collective Worship on the school community is good. Collective Worship clearly occupies a very important place in the life of the school. There is a strong policy in place which lays out a good theoretical framework for the organisation of worship. Medium term planning is undertaken very fruitfully between the headteacher and members of the governing body. Daily planning is thorough and various informal approaches to evaluation though a formal gathering of pupil views is planned.

Pupils' attitudes to Collective Worship are positive. In acts of worship they participate well: they listen intently, they join in the singing enthusiastically and are very calm and thoughtful during the prayers and reflection. Pupils interviewed appreciate the impact of Collective Worship upon themselves. They are keen to participate, especially in role play and drama. They are very positive about class assemblies and very supportive of each other: this both reflects and enhances the ethos of the school. One pupil, to nod all round, said '(Collective Worship) makes you feel calm and kind of looked after in a very big way'. Parents strongly support Collective Worship. As one mother, speaking for the rest, explained 'They (ie the pupils) enjoy Collective Worship, it isn't overdone and it gives them a thorough Christian grounding'. On appropriate occasions there can be highly memorable touches – on Ascension Day the school held an open air eucharist and at the end of it pupils released balloons with prayers written on them into the skies.

There is a strong Anglican focus in Collective Worship. Pupils know a wide range of hymns and prayers. Collective Worship on a Friday morning takes place in the church and is designed to make pupils feel at ease in a church setting. There is a termly eucharist which is adapted as appropriate to the age of the pupils and in which Year 6 pupils play a significant role.

Grade: 2

How effective is Religious Education?

The effectiveness of Religious Education (RE) is good. RE is taken very seriously and is treated as a core subject. The time allocation is appropriate to a core subject and the subject is well resourced. RE is supported by good documentation which contains both an excellent balance between the two attainment targets for RE: learning about religion and learning from religion, and between the teaching of Christianity and other world faiths. The headteacher co-ordinates RE across the school and she undertakes the monitoring of the subject throughout the school. Monitoring reports seen show firm judgements and clear ways for development and improvement and these have been built into the RE programme.

All three lessons observed in the inspection were well taught and at least good. All contained a variety of appropriate activities and all encouraged the pupils to think. In one Key Stage 2 lesson on the subject of Baptism, for example, the pupils, having just observed a baptism in the church, were identifying the key elements of the service and looking at the symbolism of the rite in considerable detail. Pupils enjoy RE and can talk about the work they are doing with considerable fluency. 'RE is really interesting. Teachers use all sorts of different ways of teaching us and they always try to make us think about what it means to us'. Teaching and learning is good and certainly comparable with national standards.

There is some assessment of RE across the school but as yet there is not a fully shared approach among staff. The implementation of the new West Sussex Agreed Syllabus will provide some ways forward in this.

Grade: 2

How effective are the leadership and management of the school as a Church school?

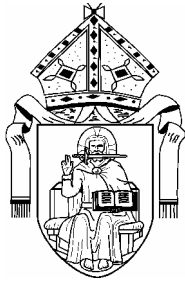
The effectiveness of the leadership and management of the school as a Church school are outstanding. The headteacher has a very clear Christian vision for the school and this is shared positively by the staff, parents and governors. The school has an exceptionally strong relationship with the parish church which is symbolised by the close proximity of the two buildings. The Rector is very active as a governor, partly through his membership of the Parents, Pupils, Community Sub committee. Among other matters, this committee keeps a special eye on the impact of the Christian values of the school.

The Rector is also a constant visitor to the school. He leads Collective Worship on a weekly basis and in addition to that he also contributes to teaching. During the inspection he performed a baptism in the church for the pupils who were studying a theme on Christian Celebrations and I saw photographic evidence of a 'mock' marriage ceremony performed on an earlier occasion. He is held in high regard by governors, parents and pupils alike.

The governing body is very supportive of the school and fully shares its vision. There is overlapping membership with the Parochial Church Council so there can be a good spreading of information. Foundation governors involve themselves fully in the school and especially in its role as a Church school, including the evaluation of its religious and spiritual provision occasioned by the completion of the toolkit. All stakeholders are very proud of their school and I have rarely encountered a school where all parties work so closely together.

Grade: 1

The school meets the statutory requirement for Collective Worship	Yes
The school meets the statutory requirement for Religious Education	Yes



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Judgement Recording Form

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Type of school:	Primary

Rating 1-4

How well does the school, through its distinctive Christian character, meet the needs of all its learners?	2
What is the impact of Collective Worship on the school community?	2
How effective is Religious Education?	2
How effective are the leadership and management of the school as a Church school?	1

The school meets the statutory requirement for Collective Worship	Yes
The school meets the statutory requirement for Religious Education	Yes