



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Yapton Church of England Primary School	
Address	Yapton, Arundel, BN18 0DU

School vision

We are Yapton Church of England Primary School.
So that we can live life in all its fullness in God's creative world, we have an open door to learning where
We learn for life
We worship together
We listen to each other
We care for God's world
We are one big family.
'I have come in order that you might have life - life in all its fullness.' John 10:10.

School strengths

- The Christian vision is expressed strongly throughout the work of the school. It drives the actions of leaders who have a genuine desire to see that all pupils are nurtured to flourish.
- A culture of dignity and respect where all are welcomed and valued as unique individuals, pervades the school. The focus on wellbeing has a very positive impact on behaviour and relationships.
- Shaped by the vision, the curriculum is rich and engaging. It inspires pupils and their love of learning is evident. As a result, pupils, including those considered the most vulnerable, thrive.
- Religious education (RE) has a high profile and is valued by pupils. The diverse curriculum is enabling pupils to express their insight into how belonging to a faith tradition impacts on believers.
- Collective worship is central to the spiritual life of the school. It is inclusive, engaging and uplifting. It is enriched by the partnership with the local church.

Areas for development

- Ensure the governing body evaluate the impact of the school's work with reference to the Christian vision. This is so that they have a deeper understanding of its impact which informs further development.
- Develop explicit opportunities for spiritual development within the taught and wider curriculum. This is so that opportunities may be explored in greater depth, enabling pupils to develop spiritually.
- Extend opportunities for pupils to consider questions of justice and global awareness within the curriculum. This is so that pupils will make a difference beyond their local area.

Inspection findings

The Christian vision, to live life in all its fullness, is expressed throughout the work of the school. It is the bedrock on which decisions are made. Leaders are inspired by the vision, creating a welcoming and supportive community where pupils and adults thrive. Pupils are positive ambassadors for their school. They delight in their personal and academic growth. Staff and parents are rightly proud to be part of the Yapton family.

The school's vision drives the aspiration for all to be the best they can be. Leaders' intentions for everyone to experience life in all its fullness, is clear in strategic planning. It frames a common purpose, brings consistency and accelerates improvement. Partnership with the diocese is valuable in achieving this ongoing ambition. Systems for monitoring ensure that pupils' academic progress and personal development are tracked. Governors make regular visits and know the school well. They base decisions on how best to serve the needs of the community. However, monitoring activities do not focus clearly enough on evaluating the impact of the Christian vision.

Motivated by the vision, leaders champion individuals, recognising that each child has unique skills and talents. The promotion of wellbeing for pupils and families is central. A wellbeing curriculum inspires positive approaches to behaviour. Pupils are encouraged to express their own views, while learning to disagree well with others. Key values such as being true to yourself, guide pupils. Consequently, pupils have very positive relationships. They are happy, kind and respectful. Highly positive relationships exist between school and family. As a result, parents show strong appreciation of the staff and support they provide.

The 'open door to learning' curriculum is shaped by the vision. A wealth of opportunities invite pupils to experience life in all its fullness. The curriculum is rich and inspires pupils to develop skills for life and have hope for the future. Learning environments draw pupils to explore and learn independently. A range of creative activities provides choice in how pupils engage. This enables them to demonstrate their understanding and express themselves. Staff benefit from professional development and are guided by research. They work tirelessly to adapt learning to meet the needs of pupils. For example, whole school approaches to phonics and maths are bespoke to the school. As a result, pupils enjoy learning and talk with joy about their experiences. They are proud of their achievements and appreciate how staff guide and celebrate their success. Pupils know that they are all given their 'time to shine'.

The Yapton journey of enrichment contributes to achieving the vision. Visits to places of interest deepen pupils' understanding of subjects such as history and science. For example, visiting Chichester Planetarium supported pupils to discover more about the earth in space. Learning outside and forest school provide opportunities to engage with the world around them. Extra-curricular opportunities include performing in country dancing, competing at sports and joining musical events. These experiences contribute positively to pupils' spiritual flourishing. However, although this is understood by leaders, spiritual development is not planned as an intrinsic part of the curriculum.

Staff live out the inclusive vision through their commitment to pupils with special educational needs and/or disabilities (SEND) and those who are considered vulnerable. Staff know pupils well and adapt learning to support individuals. Involvement in small groups enables pupils to access learning and develop life skills. Recognising that the complex experiences of some pupils impact their emotions and attendance, staff strive to provide stability and nurture. Training strengthens the skills and confidence of staff in providing a range of support, including play therapy.

Inspired by the vision, pupils are encouraged to listen to each other and have a voice. Through mixed

age community circles, pupils discuss where they can make a difference and contribute to change. For example, by considering how lunchtimes can be improved, pupils influence changes which result in calmer and respectful behaviour. This shared sense of responsibility strengthens the school community. Beyond making a difference in school, pupils engage in social action projects by supporting charities. This activity, such as collecting food to donate to a local foodbank, helps pupils develop an understanding of injustice and the needs of others. Learning opportunities within the curriculum enable pupils to consider social issues and inequalities. For example, through learning about the arrival of men and women on the Empire Windrush, pupils learned about some of the challenges they faced. However, clear intent and opportunities within the curriculum for pupils to independently identify ways they can make a difference, are under-developed.

RE is a priority for leaders and is valued by pupils. Confident leadership ensures that the curriculum is deepening pupils' understanding of world faiths. The learning is well sequenced, building pupils' knowledge, understanding and skills. Pupils explore beliefs and practices of faiths including Christianity, Judaism, Islam and Hinduism. Pupils explain why belief is important to other people and consider what is important to themselves. The creative ways in which pupils respond to learning enable them to express their understanding with clarity. They appreciate diversity and show great respect for how beliefs influence individuals and communities. Staff are well supported through professional development from leaders and the diocese. Systematic monitoring by leaders ensures that there is consistency in approach.

Collective worship is a valued part of the school day. It is an important expression of the vision and makes a significant contribution to the spiritual flourishing of pupils and adults. It is inclusive and promotes the sense of belonging that pervades the school. Staff appreciate the time it provides to be still and reflect. Singing is joyful and uplifting. Opportunities for prayer and reflection enable pupils to consider how they can respond to the messages shared. For example, they reflected on the story of Noah and the value of trust. As a result, pupils express the need to show themselves to be honest, kind and truthful. A strong partnership with the church enriches the life of school. The vicar leads worship on a weekly basis and celebrations in the church at Christmas and Easter are appreciated across the school community. Opportunities for prayer and reflection beyond collective worship, support pupils' spiritual flourishing. Pupils make spontaneous contributions to prayers. They appreciate the outdoor prayer space where they feel that they 'connect with God in his creative world'.

The inspection findings indicate that Yapton Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	24 June 2024	URN	126001
VC/VA/Academy	Voluntary controlled	Pupils on roll	294
Diocese	Chichester		
MAT/Federation			
Headteacher	Kim Huggett		
Chair	Ben Read		
Inspector	Susan Costa	No.	902