



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's Church of England High School for Boys

Sackville Road, Worthing,
West Sussex,
BN14 8BG

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Chichester

Local authority: West Sussex

Date of inspection: 9 and 10 February 2016

Date of last inspection: May 2010

School's unique reference number: 126094

Headteacher: Stephen Mercer

Inspector's name and number: Pamela Draycott 161

School context

Since the previous denominational inspection the school roll has increased and is set to expand further. There has been an extensive building programme. The leadership team has been restructured. It received a 'good' judgement from OfSTED in 2015. Most students are from white British backgrounds. The proportion with some sort of special educational need is above the national average. Approximately 30% enter the school on 'church' places. There is a small group of students from other faith traditions, particularly Muslims from Afghanistan and Pakistan.

The distinctiveness and effectiveness of St Andrew's Boys as a Church of England school are good

- A revitalised focus on raising attainment of all students as 'unique children of God', in religious education (RE) and across the curriculum, is leading to improvements to both standards achieved and progress made.
- The good behaviour and respect shown by students towards each other and the adults in the school leads to a purposeful and calm environment for learning.
- Effective co-operation with the parish church and other Anglican churches celebrates and supports the school's Christian underpinning and ethos.

Areas to improve

- Ensure consistency in the quality of tutor group collective worship by effectively supporting, monitoring and evaluating how the materials provided are delivered across each tutor group.
- Improve the school's prayer life by increasing opportunities for students to ask for and offer prayer.
- Make more explicit how each curriculum area contributes positively to the overall school's Christian ethos.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The life and work of St Andrew's school is explicitly underpinned by a Christian ethos that values all as 'unique children of God'. This is clearly expressed by senior leaders, governors and other staff members and clearly understood by the majority of students. Consequently, students feel supported, cared for and respected as individuals. An example of this is the way students from all backgrounds are well integrated into school life. Most boys enter the school with attainment at or below the national average. Overall they make good progress across the school. This is carefully monitored and appropriate support and interventions are put in place. The gap in progress and attainment between different groups of students is closing.

Relationships and behaviour are very positive. They are based on mutual respect linked to the school's inclusive Christian ethos. This leads to a friendly and affirming climate and impacts positively on learning. Students' views are listened to with respect and their varying gifts and talents suitably celebrated. The school works supportively and successfully with students, and where appropriate with their families, when attendance or behaviour issues are impacting negatively on learning. A fresh start and 'second chances' are integral to the management of behaviour and most students respond to this positively. This means that exclusions are low. Religious education (RE) makes a very good contribution to the school's Christian character. Students recognise how it helps them reflect on its personal significance and encourages a respect for the beliefs and practices of others. These qualities are promoted as part of the school's Christian ethos. Students' spiritual, moral, social and cultural (SMSC) development is good. Links with the partner school in Mombasa, Kenya, as well as other international links and charitable fund raising opportunities, help students think about and act on their responsibility towards others based on Jesus' commandment to 'love God and love your neighbour as yourself'.

The impact of collective worship on the school community is good

Worship is planned across the whole school week for all students. This is an improvement from the previous denominational inspection. Worship is explicitly Christian, yet inclusive, because everyone participates in themes that have relevance to their own lives. Thus, worship effectively reflects the mutual respect that is an important aspect of the Christian ethos. There are two Key Stage acts of worship each week. These are led and supervised by the senior leadership team and local clergy, although some members of staff and students periodically take a lead. A group of staff carefully plans worship based around the Christian calendar, various Christian virtues and biblical stories. Each weekly theme provides opportunities for students to reflect on messages that have an appropriate relevance to their own lives. Themes are supplemented by a range of questions for reflection in tutor time. The quality and impact of worship and spiritual reflection within tutor groups is variable and not effectively monitored or evaluated. The focus of worship regularly leads to charitable giving. Worship is appropriately extended through regular, well-attended voluntary Eucharist services. There is also an annual whole school Eucharist. It is mainly through the Eucharist that identifiably Anglican ways of worship are explicitly addressed. Boys are respectful and behave appropriately during worship. Students speak confidently of the importance of prayer and worship in school. The Lord's Prayer is not said regularly enough for students to know and understand its significance. There are not enough opportunities for students to ask for prayers to be said for particular situations and circumstances. Students have an appropriate understanding of the importance of Jesus for Christians and of Christian belief of God as Father, Son and Holy Spirit. This is reinforced through the worship programme. RE links appropriately enhance the worship programme.

The effectiveness of the religious education is outstanding

Religious education is recognised by staff, governors and students as having a very high priority within school. RE supports the school's Christian ethos very strongly. There is an excellent balance across the curriculum between teaching which focuses on Christianity and other world faiths such as Judaism, Islam and Hinduism. A wide range of thoroughly planned activities help students develop detailed knowledge and understanding of religious belief and practice. Teachers plan in depth with the focus on providing excellent opportunities to relate learning to the students' own lives. Curriculum developments in RE have been clearly thought through. Curriculum delivery has been successfully adapted to reflect the necessary changes brought about through national developments to GCSE and assessment practice. The RE department follows the whole school marking and assessment policy closely. This gives students a very clear and detailed understanding of their strengths and areas for development. There are regular opportunities for students to respond to and reflect on their teacher's helpful marking. This thoroughly supports students' learning, enabling significant progress to be made. A large percentage of students, including the more vulnerable, make more than expected progress, with many attaining higher than national expectations from relatively low starting points. The subject leader monitors progress rigorously in keeping with the whole school policy. Students overall make better progress in RE than they do in other humanities subjects and indeed in relation to English and mathematics, especially across Key Stage 4. The department is admirably led by a committed subject leader who works collaboratively with her colleagues. A very detailed development plan has accurately identified further improvements. Lessons are very well planned with a wide variety of active learning styles. This positively contributes to students' high level of engagement in their learning and their enjoyment of the subject. Work is usually correctly matched to the varying learning needs and abilities of students. The quality of teaching is consistently good and often outstanding. This leads to at least good and often excellent progress overtime.

The effectiveness of the leadership and management of the school as a church school is good

The school's Christian foundation is explicitly focused on 'showing God at work in the community'. This makes a valuable contribution to raising aspirations and attainment and ensures that students' personal as well as academic development is at the centre of the school's vision. This is sincerely promoted by the headteacher and fully supported by his senior leadership team and governors. Many other staff are clear about the school's Christian ethos. They recognise the positive impact it has on the high quality of relationships and good behaviour demonstrated across the school. The expansion and building project undertaken since the previous denominational inspection has been well managed. However, progress in implementing change to the worship programme has not been embedded and the use of Christian signs and symbols to aid reflection and spiritual development has not been fully explored. There is an accurate understanding of where the school is and what is needed to continue the school's improvement and development as a church school. Consequently, the overall school development plan and self-evaluation documents are very well-focused. The leadership team has been extended and strengthened since the time of the previous denominational inspection. This has impacted positively on school improvement. Action planning clearly links with OfSTED criteria. The explicit role of the school's Christian ethos in raising standards and ensuring progress is less well recognised in planning. The school is actively committed to the professional development of all staff working in the church school sector. Moreover, St Andrew's is outward looking which includes, for example, working collaboratively with the local Christian communities and with church primary schools in the area. Great value is placed on the importance and quality of the leadership of RE and this has resulted in significant improvement in outcomes since the previous denominational inspection. Arrangements for collective worship and RE meet statutory requirements.

St Andrew's CE High School for Boys, Worthing, West Sussex, BN14 8BG