

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Full name of school in bold			
Address	Brockman Road, Folkestone, Kent CT20 1DJ		
Date of inspection	05 November 2019	Date of inspection	05 November 2019
Diocese	Canterbury	Diocese	Canterbury

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	The impact of collective worship	<b>Grade</b>	<b>Excellent</b>

<p><b>School context</b></p> <p>Christ Church is a primary academy with 422 pupils on roll. The majority of pupils are of white British heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school was graded good by Ofsted in June 2019.</p>
<p><b>The school's Christian vision</b></p> <p>Striving to be the best version of ourselves every day. Inspired by God's love we humbly strive to be the best version of ourselves every day and in every way. We cherish the dignity of each precious person: thankfulness, friendship, forgiveness and hope at the heart of our inclusive community.</p>
<p style="text-align: center;"><b>Key findings</b></p> <ul style="list-style-type: none"> <li>The inspirational leadership of the headteacher, supported by dedicated staff, governors and the local church, has created an inclusive Christian community in which the vision is clearly at the heart of the school. This drives school improvement and development that enables all pupils and adults to be the best version of themselves every day. Governor monitoring makes implicit, rather than explicit reference to the school's vision. The vision is currently not integrated within all school policies.</li> <li>The school's approach to curriculum planning effectively linked to the vision, as well as high quality care and nurture, ensures that pupil needs are met very effectively and allows the majority of pupils to make exceptional progress.</li> <li>The impact of worship on the school community is profound. It is demonstrated in kind and compassionate pupil behaviour within the school community and beyond. Many pupils confidently share the leadership of worship. Supported by the school chaplain and worship leader, the pupils actively foster a life of prayer for all within and outside the school building.</li> <li>Religious education (RE) is important to the school, is very well supported and is led with passion. Pupils confidently explore their views and opinions about Christianity and other religious traditions. The opportunities for pupils to work at greater depth within RE are currently limited.</li> </ul>
<p style="text-align: center;"><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>Deepen and extend pupil responses to big questions within RE by implementing the skills currently being developed within Philosophy for Children to nurture their spiritual development.</li> <li>Improve governor evaluation of the school's vision so that it supports future school development.</li> <li>Demonstrate that the uncompromising Christian vision and values are integral to the daily life of the school by embedding them within all relevant school policies.</li> </ul>

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

Under the inspirational leadership of the headteacher and supported by a dedicated staff team, governors and the local church, the school's Christian vision, and associated Christian values are lived out day by day within the school. The aspiration to be 'the best version of ourselves' everyday underpins the school plan and innovative school practice. At present, the vision is not fully embedded within school policies which limits its impact on strategic school development. Governors are rigorous in holding the school to account and offer challenge to the school leadership team to ensure the best outcomes for each pupil emotionally, physically and academically. Although the vision is implicit in all decisions, it is not explicitly referred to in monitoring activities or in governor meetings. As a result, its impact on school life is not regularly evaluated. The recommendations from the previous denominational inspection have been addressed.

An innovative as well as broad and balanced curriculum has been created to meet the needs of all pupils effectively. Topics fully engage pupils' interests so that they enjoy learning. Enrichment activities such as forest school, beach school, a range of trips and clubs develop pupils holistically. As a result, the majority of pupils make exceptional progress, which is well above national averages. The school fully embraces the view that each child is precious in the eyes of God, by seeking ways to support all vulnerable pupils. Governors support the school in making budget decisions that demonstrate an uncompromising approach to doing the best for each child. For example, the recent provision of a nurture classroom to support specific pupils has had a positive impact on behaviour and has reduced exclusions within the school. A spiritual development programme which runs through the curriculum has impacted positively on pupils. They display a high level of spiritual maturity within interactions amongst themselves and in their appreciation of their role within the wider world.

The introduction of programmes such as 'growth mindset' and 'building learning power' are fostering pupils' resilience in learning. Philosophy for Children further nurtures pupils' abilities to listen to each other and ask challenging questions. As a result, pupils are enthused in their learning, make sophisticated links between topics and use high level vocabulary in their discussions. Being the best version of themselves is reinforced in the school's 'prosper' curriculum. This provides pupils with skills in seeking inner calm as well as learning how to care for themselves and how to keep themselves safe. Pupils demonstrate a deep understanding of how fortunate they are and show compassion in their support of those less fortunate than themselves, both locally and internationally. This has resulted in fundraising for the local foodbank as well as supporting a school in Burkino Faso. At the same time, with the assistance of the local church, the school lives out its Christian vision in its practical support for families in need within the school community.

The value of each child as a precious child of God impacts on the care and nurture of each one. Every child is known as an individual and their contribution is seen as unique. As a result, behaviour is managed very effectively. Pupils are supported in resolving problems so that they are independent and self-reliant in managing difficulties, knowing how to seek reconciliation and forgiveness. The story of Zacchaeus is used as a reference point for the school community. Consequently, they know that they are all accepted and welcomed and that they have the ability to climb out of their problems. Parents recognise the efforts that the school makes for their children and know that they can approach the school at any time for support. Staff feel positive about working in the school, gaining great personal satisfaction from supporting and nurturing pupils through difficulties. At the same time, they consider that they are also enabled to be the best version of themselves through the professional care and consideration given to them by senior leaders, as well as by friendship within the team. Diversity and difference is actively celebrated within the school with regular international days and a focus on learning a new language each term. Pupils' language skills are recognised as they become resident interpreters. They are uncompromising in their view that all adults in school treat them with respect.

Worship is highly valued within the school day. Pupil involvement in worship is extensive and exemplary. A large number of pupils are involved in worship leadership. It is a role that is actively sought by pupils who feel empowered and honoured to be worship leaders. Encouraged in their role by an outstanding school chaplain and worship leader, they are confident in taking responsibility for all aspects for the worship. The singing of a range

of hymns, accompanied by actions, is enthusiastic. The use of Taize chants prior to prayer supports contemplation and stillness. Class worship allows for greater spiritual growth. Each class has their own worship box of resources which replicates the Anglican practices used within whole school worship. Worship is clearly focused on Bible verses which impacts very positively on behaviour beyond worship. Pupils take an exceptional role in developing the prayer life of the school. Pupils' prayers for school and class worship demonstrate a depth of thought and love of God. Pupils take on exemplary leadership roles as they plan and manage lunchtime prayer clubs for other pupils. Outdoor prayer spaces are actively used by pupils to reflect on their own actions and seek help from God for their problems. Monitoring of worship ensures that it develops and improves over time. Worship is further enhanced by participation in a regular Eucharist led by local clergy.

RE is led by an enthusiastic team who have undertaken diocesan training. This means that they are able to offer support and advice when needed. Pupils enjoy RE and relish their discussions about Christianity and other religious traditions. RE planning is detailed and supported using a thorough assessment system. At present, the use of Philosophy for Children strategies is not yet having an impact on pupils' ability to work at greater depth or reach their personal best. Pupils enjoy creative activities including role play. Monitoring of books and teaching, within the school team and with the other schools within the academy, allows for continual improvements as well as opportunities for coaching and mentoring.

Headteacher	Jim Kreiselmeier
Inspector's name and number	Elizabeth Pettersen 557