



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Goodnestone (Voluntary Controlled) Church of England Primary School

The Street, Goodnestone, Kent CT3 1PQ

Previous SIAS grade: Good

Diocese: Canterbury

Local authority: Kent

Date of inspection: 13th November 2014

Date of last inspection: 23rd April 2010

School's unique reference number: 118686

Headteacher: Mr T Wallace-Sims

Inspector's name: Mrs V Corbyn (86)

School context

Goodnestone Church of England Primary School is much smaller than most primary schools. Currently there are 76 pupils in four classes. There is a below average proportion of pupils with special education needs and a very small number of pupils supported by the pupil premium. Most pupils are of White British Heritage and speak English as their first language. The headteacher of Nonington Church of England Primary School was the acting headteacher of Goodnestone from Easter 2014. On Friday 7 November 2014, he became the executive headteacher of the two schools which are now joined in a hard federation. The governing body is being re-constituted in order to support the new arrangements.

The distinctiveness and effectiveness of Goodnestone as a Church of England school are good

- The Christian character of the school is implicitly embedded and contributes positively to pupils' achievement, wellbeing and personal development
- The whole staff team has a commitment to enriching the learning of all pupils, each being seen as unique and made in the image of God
- All teaching staff, together with the local Anglican minister, contribute to high quality worship which provides the main focus for the school's Christian distinctiveness

Areas to improve

- Ensure that an explicit set of Christian values is identified by the school including through consultation with all stakeholders so that their impact can be clearly and confidently articulated by everyone
- Extend the involvement of local Christian leaders in collective worship so that pupils have an understanding of a variety of ways in which worship is experienced
- Develop strategies for communicating information to pupils about how well they are progressing in Religious Education (RE)

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

Goodnestone has a strong and embedded implicit Christian ethos upon which to build as the new federation evolves and develops. This ethos results in a life of love lived out day by day based upon the belief that all children are 'completely made now' in the image of God. This has a positive impact upon the achievement, wellbeing and personal development of all pupils and is commended by governors, parents and carers. There is excellent progress over time in reading, writing and mathematics. The gap is closing between vulnerable and non-vulnerable groups because individual needs are effectively addressed. This is the result of a shared belief in the value of each person as seen through the eyes of the unconditional love of God. For staff, the key to the success of the school lies in close and loving relationships. This is borne out by what pupils and parents say about trust forming the basis of living, learning and being together as a small school community. However, explicit Christian values are not identified or clearly defined and therefore are not clearly articulated to or by all stakeholders. There is a range of opportunities for prayer during the school day. This means that pupils understand that they can pray to give thanks, to make requests for others and to express their concerns. They are able to articulate the fact that everyone has equal rights. This is balanced by a strong sense of responsibility for their own behaviour as well as for the wellbeing of everyone around them. Pupils clearly articulate the importance of RE in broadening their understanding of diverse communities and the ways in which this will be vital for their future lives. They enjoy RE and their thinking is challenged in their lessons which provides support for their spiritual, moral, social and cultural development.

The impact of collective worship on the school community is outstanding

Planning, leading and participation in worship are the responsibility of all teachers supported by the local Anglican minister on a weekly basis. This means that there is ownership and understanding of worship across the school. This is now extended to older pupils who plan and lead Wednesday's worship independently. Pupils know that it is important that their worship 'includes everyone' and helps them to remember that 'God is always there to guide you'. They are able to apply what they hear in worship to the benefit of the school community, treating others as they want to be treated. It is important to them that worship starts their day. The diocesan framework supports worship leaders in ensuring that worship is Christian, Biblical and Anglican. They have the confidence to adapt the guidance to complement their own styles and strengths in planning and delivering high quality worship. Use of Trinitarian language and more detailed explanation and exploration of God as Father, Son and Holy Spirit is apparent within worship and also in the RE curriculum. The collective worship policy does not reflect current practice and provision. The community has a shared understanding of the importance of prayer. Pupils make suggestions for prayer themes during worship. They pray the Lord's Prayer during most acts of worship. This was particularly important to one pupil who had joined the school during key stage 2. Sung worship provides a creative balance of contemporary and classical hymns which provides a depth of experience and enjoyment for the school community. Parents speak of their appreciation of an open invitation to Friday worship held in church to celebrate pupils' achievements and talents. They feel that their children and Christian joy lie at the heart of this time together. They are grateful for the way in which the Anglican minister makes everyone feel welcome and supported by the church. The introduction of a special service of Remembrance in 2014 was appreciated by pupils and families. Local Christian leaders from denominations other than the Anglican church are not yet involved in leading worship.

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

The executive headteacher of the recently formed federation demonstrates vision, strategy and a commitment to creating school communities shaped by a theology of love and grace. He is supported by a staff team with a keen understanding of faith in practice especially in relation to the most vulnerable pupils but inclusive of all. There is the capacity to build a strategic and effective

governing body for the federation which will hold the school to account especially for ensuring that recommendations made in the previous SIAS report are addressed. The implementation of shared and clearly understood explicit Christian values is a key part of the evolution of an effective federation of the two church schools. Future leadership is being secured by forming effective partnerships with Nonington school within the federation. Teachers new to the profession are well supported in developing their understanding of what it means to work in a church school. RE is well led and managed. New diocesan planning for RE is in place. Teaching is confident and enthusiastic. However, pupils do not know how they are progressing in RE and how they can improve. There are strong links with the local church especially in the person of the Anglican minister. All stakeholders speak very positively about his practical, personal and spiritual support. Staff members are involved in the development of the new diocesan RE materials and in studying how to best address issues of behaviour within the context of a Christian school. Statutory requirements for worship and for RE are met. The school, church and community work together in many seamless ways through which all serve and through which all are enriched.

SIAMS report November 2014 Goodnestone CE Primary School CT3 IPQ