

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsnorth Church of England Primary School

Church Hill, Kingsnorth, TN23 3EF	
Current SIAMS inspection grade	Outstanding
Diocese	Canterbury
Previous SIAMS inspection grade	Good
Date of academy conversion	November 2015
Name of multi-academy trust	Aquila
Date of inspection	29 June 2018
Date of last inspection	July 2013
Type of school and unique reference number	VC Academy 142429
Headteacher	Ian Witts
Inspector's name and number	Anne Southgate 820

School context

Kingsnorth is larger than the average sized primary school with around 424 pupils. The school is oversubscribed. Most pupils are of White British heritage. Fewer pupils than is the case nationally are eligible for free school meals. The proportion of pupils who have special needs or disabilities is similar to the national average. The school chose to convert to academy status as part of the Aquila Trust. The headteacher is also executive headteacher of another local church school and there is a single governing body for both schools.

The distinctiveness and effectiveness of Kingsnorth as a Church of England school are outstanding

- Honest self-evaluation includes the whole school community and it leads to continual improvement.
- The chosen Christian values have a positive impact on all aspects of school life.
- Religious education (RE) is extremely well led and this leads to excellent practice.
- Teachers access a wide range of training opportunities and experiences. This means that they develop quickly as future leaders of church schools.

Areas to improve

- Increase the frequency and breadth of pupil leadership of collective worship so that pupils have greater ownership of this area.
- Widen pupils' awareness of differing Christian traditions across the world to ensure that they understand that Christianity is a global religion.

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

Christian values of thankfulness, trust, respect, compassion and endurance are clearly rooted in biblical teaching. These values are referred to throughout the school day by pupils and by adults. This means that behaviour is excellent. All members of the school community are respected and valued as children of God. This is exemplified by the fact that all staff members, whatever their role, have a coach. The coaches encourage staff to reflect on their work and they offer support. This helps all adults to recognise the impact that they have on children's wellbeing and on their learning. Pupils enjoy coming to school and as a result attendance is high. The school environment vibrantly proclaims the school's Christian character. This includes a highly effective and well-used spiritual garden. The environment helps to ensure that Christian teaching underpins daily life at the school. Pupils often reflect on, and respond to, the values and messages that are displayed. They appreciate the variety of quiet spaces and many take time to pray. School visits, such as that to war graves in France, often include time to reflect. Consequently, pupils develop very well spiritually. This includes members of other faiths, who are given time and space to say their own prayers.

As a result of a focus on each child fulfilling their God-given potential, standards have improved. Pupils' attainment is at or above national averages and there is a relentless drive to improve further. There is a range of opportunities for pupils to learn about Christians in other parts of the world. Year 3 pupils correspond with children in Uganda, and speakers such as a missionary, have visited the school. These experiences give pupils some understanding that Christianity is a global religion, but not all pupils grasp this. RE is taught very well across the whole school. Pupils are engaged with active learning in RE and they are enabled to think deeply about complex questions. As a result, pupils display respectful attitudes towards those who have different beliefs from their own. A wide range of clubs, including gardening, music and art, ensure that each child can develop their individual talents. Pupils' attitudes towards others, including those with special needs and disabilities, are exceptionally positive. Pupils recognise that they are all different and special. Spiritual, moral, social and cultural development is supported extremely well at Kingsnorth.

The impact of collective worship on the school community is outstanding

The whole school community, including the youngest pupils and non-teaching adults, gathers together for worship. Everyone participates actively and is engaged by the variety of worship experiences. Collective worship is led by a range of adults, including all teachers, local clergy, and representatives of other denominations. This ensures that pupils have a varied experience. Pupils lead aspects of worship, such as the gathering and sending sentences. Year 6 pupils plan and lead the act of worship in the summer term, but pupils would appreciate more opportunities to lead worship throughout the year. The school community celebrates a wide range of Christian festivals. This includes the use of Anglican traditions such as using different colours to represent the seasons of the church's year. As a result, pupils have a very good understanding of Christian beliefs. For example, they can explain that God is experienced as Father, Son and Holy Spirit. A Year 4 pupil described in detail how the Holy Spirit came to the disciples at Pentecost. Pupils understand and use Christian vocabulary, such as 'Incarnation' and 'Trinity'. Biblical stories, often related to the school's Christian values, are central to worship. Acts of worship give pupils something to reflect on throughout the day. Pupils discuss this and it has a clear and positive impact on their behaviour. Pupils join in prayers, such as the Lord's Prayer and the Grace. They particularly enjoy contributing their own written prayers. All pupils show respect and recognise that this is a special time. Pupils experience either a Eucharist or an Agape service every term. This means that they are developing an understanding of diversity within Anglican practice.

A pupil group of 'worship leaders' monitors collective worship regularly. Their thoughts have led to improvements, such as the introduction of more songs with actions. Governors and staff members also monitor acts of worship. Monitoring is taken seriously and it leads to helpful improvement plans. Collective worship reinforces the sense of the school being a mutually supportive and caring community, where each individual is valued. Worship also helps pupils to be outward looking. It often prompts them to raise money for charities such as Great Ormond Street Hospital.

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

Leaders have paid close attention to deepening the school's Christian character since the previous denominational

inspection. As a result, the impact of their Christian vision on pupils' lives at the school is very clear. The headteacher is passionate about ensuring that every member of the school community can experience life in all its fullness. This results in a focus on each individual achieving their God-given potential. Consequently pupil outcomes have improved and adults are supported to grow in their professional effectiveness. Teachers use a multitude of opportunities to develop professionally as future church school leaders. This includes supporting and working with other schools as well as training with the Aquila Trust. The RE leader in particular has accessed very effective diocesan training. This means that RE is extremely well led and that there is excellent practice. Self-evaluation is honest and accurate. All members of the school community are consulted and their views are considered seriously. Pupils and adults alike feel that they can offer their thoughts and suggestions and that leaders will listen. This means that leaders have an accurate picture of the school and it enables them to form effective action plans. Statutory requirements for RE and collective worship are fully met.

The partnerships with the local church and with the community are strong. Community businesses supported the development of the spiritual garden. The vicar visits the school frequently to lead worship, talk to pupils and to offer pastoral support to staff. Church members and workers have supported the introduction of the new RE syllabus 'Understanding Christianity'. Family friendly church services are advertised to the school community and result in increased attendance. The relationship between church and school is therefore mutually beneficial.

SIAMS report June 2018 Kingsnorth Church of England Primary School, Kingsnorth TN23 3EF