

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chislet Church of England Primary School			
Address	Church Lane, Chislet, Canterbury, Kent CT3 4DU		
Date of inspection	24 January 2020	Status of school	Voluntary controlled
Diocese	Canterbury	URN	118655

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

School context

Chislet is a primary school with 102 pupils on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school is federated with another local community school.

The school's Christian vision

A journey of learning for all, within God's guiding hands.

Life is a wonderful journey of learning. We aim to ensure our whole community is prepared for each step: we place our trust within God's guiding hands, to take each stride with confidence and enthusiasm. As global citizens we will show care and respect to fellow travellers and praise the wonders God provides.

Key findings

- Relationships, underpinned by the school's Christian values, create a nurturing and supportive school family where the individual is valued. This impacts positively on attainment.
- Effective partnerships with Chislet's federated school and other local schools are supporting the school in developing a curriculum that links to the school's vision and meets the needs of pupils.
- Wider curriculum experiences, such as forest school, enable pupils to experience a sense of awe and wonder. Opportunities to develop pupils' spirituality within the curriculum are not well developed.
- Collective worship plays a part in pupils' understanding of the school's Christian values and their relevance in pupils' lives. The role of pupils as worship leaders, the school's prayer life and the role of monitoring in the future development of worship are underdeveloped.
- Pupils enjoy religious education (RE), in particular the teaching within the Understanding Christianity programme. Recording and assessment procedures are underdeveloped.

Areas for development

- Embed the vision at the heart of the development of the new curriculum and the school development plan so that it drives ongoing school improvement.
- Develop governors' evaluation of the school as a church school and in line with its Christian vision so that monitoring informs future school development.
- Develop pupil leadership of worship, so that they can share in leading inspirational acts of worship and in the monitoring of worship alongside other adults.
- Develop an understanding of spiritual development that is shared and understood by staff, governors and pupils to enable all to grow as individuals.
- Establish clear expectations for recording RE knowledge, understanding and thinking, and for assessing pupil progress, to increase rigour for teaching and learning in RE.

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

Working with clergy and staff, the school has created a vision statement. This links closely with the well-established Christian values of trust, care, respect and praise. The values clearly underpin interactions and behaviours within the school, meeting a development area from the previous denominational inspection successfully. Key policies reflect the school values and vision, whilst work is in progress on others. Governors' understanding of the vision and how it impacts on the daily life of the school is restricted. The vision is not currently monitored formerly. Governors are, therefore, not robust in supporting ongoing improvement. The school has a strong and close partnership with local clergy. This serves to enrich worship, as well as to offer personal support to staff and families, creating a caring community.

Inspired by dialogue with others, the school is exploring themes and strategies to implement a new curriculum to meet the needs of the pupils. In line with the school's vision, a key focus for the curriculum is to develop self confidence in pupils. The curriculum is at an early stage of development. Opportunities for pupils to think globally about life and to explore an understanding of deprivation, disadvantage and exploitation of the natural world, through current curriculum topics, are limited. All pupils have a wide range of out of class activities available to them, including attendance at a forest school and beach school. These experiences enable pupils to encounter awe and wonder in God's creation. However, at present, pupils' spiritual development is not embraced within wider curriculum planning. This is chiefly because staff have a limited understanding of what this means and how this can be achieved. The school has strong and effective partnerships with its federated school, as well as with other local schools. This has resulted in a range of collaborative activities for pupils, including music, art and sport. This supports pupils' awareness of life as a wonderful journey of learning. Pupils with individual and special needs are very effectively accommodated within the family ethos of Chislet. Parents speak highly of the care and nurture that is extended to their children as well as to themselves. The school works hard to prepare distinct and discrete programmes to support pupils, such as counselling, play therapy and lego therapy. This means that they are happy to attend school and flourish, both socially and academically. As a result, progress and attainment for pupils overall is in line with national averages.

The feeding of the 5000 is described by pupils as their school story and is known to be linked to their Christian values. In particular, pupils say that it teaches them about sharing, especially for fellow travellers. This manifests itself in exemplary caring actions for others, demonstrating confident pupil leadership. For example, one class chose to donate their Christmas chocolate boxes to a homeless charity. Following visits by local and national charities, pupils have been inspired to raise considerable funds for those less fortunate than themselves, such as a recent dance-a-thon for the NSPCC. Pupils' understanding of environmental concerns is exemplified in initiatives to set up a community garden using re-cycled items. These will then be used to grow vegetables for the local community. Actions at present support the local and national community effectively, but there are more limited opportunities for pupils to engage as global citizens, in line with the school's vision.

Chislet is consistently described as a family school where all are nurtured. Pupils feel safe and secure within this environment. They are confident and enthusiastic, not daunted by challenges set for them in class. As a result, they are well prepared for transition to secondary school. Praise and encouragement from their friends and teachers, as well as personal resolve within the framework of a growth mindset, means that pupils are confident. They recognise that they are consistently treated with respect and dignity by the staff. Parents consider that the school is a welcoming environment. They find the school staff to be approachable. In turn, parents are generous in the time that they give to fund raise for the school and to support school activities. This helps to create a united and happy community. Staff describe as 'incredible' the support that is given to meet their personal needs. This results in a stable staff with positive mental health.

Pupils particularly value being together as a school family during worship recognising that it is invitational, allowing all to participate. The Anglican liturgy is included within worship, although coloured cloths to mark the church year are not used consistently. Pupils' singing is enthusiastic and an aspect of worship that is much enjoyed. Opportunities for pupils to plan and to lead worship are limited. The school has thus not met an area of

development following the previous denominational inspection. Pupil responses to questions within worship show a deepening understanding of themes. However, their ideas are not developed sufficiently by leaders to nurture pupils' spiritual growth. Pupils demonstrate a growing understanding of prayer. They say that it allows them time to speak to God, to seek forgiveness and God's comfort. One pupil described praise as a way to release themselves from personal concerns and look beyond themselves. Classes say grace before lunch, but other opportunities to explore different styles of prayer or pray during the day are not available. This limits their spiritual development. At present, no formal monitoring of worship takes place to inform ongoing school development.

The RE leader has embraced the Understanding Christianity programme, which has offered challenge and in-depth questioning for pupils. An exploration of other faiths interests and excites pupils. It also allows pupils to explore diversity and difference and to demonstrate an understanding of others. Although the school teaches RE creatively through a range of strategies, these are not regularly evidenced in books. Marking asks deeper questions of pupils, but responses are rarely given. This restricts opportunities for pupils to explore a deeper understanding of their learning. Opportunities for pupil self-assessment are not followed up and data gathered about progress is not analysed. This limits the extent to which teaching and learning are able to improve over time.

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