

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

### Goodnestone Church of England Primary School

<b>Address</b>	The Street, Goodnestone, Kent CT3 1PQ		
<b>Date of inspection</b>	01/10/2019	<b>Status of school</b>	VC Primary
<b>Diocese</b>	Canterbury	<b>URN</b>	118686

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Requires improvement</b>

#### School context

Goodnestone is a primary school with 32 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 above 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 school. An executive headteacher has been in post since November 2017. An Ofsted inspection in January 2019 graded the school as good.

#### The school's Christian vision

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

#### Key findings

- The school's child-focused Christian vision is firmly embedded within the daily life of the school and the school development plan. This has enabled the school to grow and develop through recent changes in leadership and staffing, as well as ensuring ongoing improvements for all. Governors have not been rigorous in carrying out monitoring visits that enable them to reflect upon the effectiveness of the school's Christian vision
- The newly introduced curriculum, shaped by the Christian vision, offers experiences that are developing resilience as well as a curiosity in learning. Opportunities to develop a deep spirituality across the curriculum and beyond are in their infancy. This is because there is no shared understanding of spirituality applied consistently across policy and practice for the school community.
- Pupils behave well, demonstrating friendship and care within the school family. The opportunities for them to show leadership within school activities and beyond are at an early stage of development.
- Collective worship is inclusive and invitational. Pupil leadership within worship is underdeveloped and effective monitoring strategies to evaluate worship not in place.

#### Areas for development

- Embed regular and effective governor monitoring in order to deepen the impact of the school vision on practice and provision for all.
- Develop pupil leadership so that pupils live out the school's Christian vision and values in a practical way beyond the school community.
- Strengthen the spiritual life of the school family, across the curriculum and within the prayer life of the school, by building a shared understanding of spirituality that consistently reflects the Christian vision.
- Involve pupils in leadership and evaluation of worship to demonstrate a full expression of the school's Christian vision.

**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**

The Christian vision at Goodnestone is based on deeply embedded Christian values and is at the core of the school development plan. The linked Bible story places the wellbeing of the child at the centre of school life. This has helped to maintain a school community based on nurture and support for all during recent changes in leadership and staff. In setting high expectations for all, the school has sought support from partnerships with local schools and the diocese. These have offered challenge as well as professional development for staff, enabling the school to improve the quality of teaching and learning. This has resulted in improved standards of attainment and progress for all. Governors have not carried out regular monitoring activities to evaluate the impact of the school's Christian vision which means that it is not systematic enough to ensure progressive school improvements. Key areas for improvement from the last denominational inspection have been addressed.

The school has reviewed the curriculum so that it inspires and excites pupils in their learning. Themes develop curiosity and enquiry in all subject areas. Pupils are eager to discuss and share opinions with each other showing respect for the unique contribution of each individual. The newly opened woodland school is developing awe and wonder in God's creation as well as enhancing friendships within team work. Opportunities to deepen pupils' spiritual development through the curriculum and beyond are not developed. This is because there is no shared understanding of spirituality applied consistently across policy and practice for the school community. Pupils who are disadvantaged and those with special educational needs and/or disabilities are very well supported and benefit from staff who are committed to inclusion and providing the best learning opportunities and experiences for all. A range of clubs within school and activities beyond the school community have enabled pupils to meet God-given aspirations for each one.

The Christian vision is pivotal in enabling pupils to develop hope and aspiration for themselves. Pupils demonstrate a good understanding of, and speak with passion about, world issues. Specific curriculum time is devoted to a study of lives in other parts of the world. This is clearly linked to the school's Christian values of wisdom, hope and friendship. These experiences have enriched pupil understanding of world needs, as well as demonstrating a respect for difference and diversity. They speak with empathy and concern for the difficulties of others. Pupils support a range of charities linked to national and international causes, although their involvement in choosing fund raising causes is not well developed. A pupil group is at the early stages of adopting a more responsive and practical approach to supporting needs beyond the school community.

The school's Christian vision underpins all interactions which are based on love and friendship. One staff member attributed the success of the school to this, 'We love the pupils first so that they flourish'. Staff model positive relationships between themselves and towards pupils and parents. The whole school community is mutually supportive of each other. Pupils recognise that their school is like a big family. They are warm in their celebration of successes of all ages. Pupils actively seek to support each other in class, on the playground and in out of class activities. This has enabled all pupils to be confident individuals who co-operate well together. Pupils are safe and secure within the clear behaviour codes set by the school. Staff in particular speak of the many ways they feel supported and appreciated and attribute this to the culture of the school's distinctive Christian vision. Parents talk about how the headteacher and school staff are always ready to listen to a concern or problem. As a result, the school is seen as a welcoming community where all are valued for their unique contribution. This, in turn, creates a happy community and positive learning environment. This has impacted positively on improving pupil attendance in the school.

Worship is inclusive and invitational, providing opportunities to better understand the school's vision and values. Pupils listen attentively and sing hymns with enthusiasm. They enjoy the activities that often involve pupils to demonstrate a theme or idea. The Anglican liturgy is used, Bible stories read and altar cloths used that match the colours of the church year. Staff have undertaken training by the diocese which has given them confidence in leading worship. Prayer is an integral part of worship and is included at regular points during the day. Pupils show confidence in praying spontaneously in front of the school, recognising that the school community will value their unique contribution. Pupils know that praying will help them find peace and manage difficulties in their lives. A multi-sensory prayer space, as well as an outdoor garden, allow pupils time to be still and reflect, to seek forgiveness

or to say or write a prayer. However, pupils are not being provided with opportunities to develop a deeper spirituality through community or a personal prayer life which is curbing their spiritual development. Pupils have a limited understanding of God as Father, Son and Holy Spirit. Pupils take a small role in supporting the leadership of worship. Overall, they are not given sufficient opportunities to experience the planning and leadership of worship. The absence of regular monitoring of worship by pupils, staff or governors means that worship is not evaluated effectively.

Religious education (RE) is well led. The RE leader is enthusiastic, has attended diocesan training and is well supported by senior staff. As a result, staff are confident in teaching RE. They support and mentor each other, which is helping to ensure consistent teaching and work that matches age and abilities in all classes. The implementation of the Understanding Christianity programme has had an impact on staff enthusiasm and is subsequently deepening pupils' knowledge. Pupils enjoy the discussions and the creative learning opportunities in RE. The study of other religions supports pupils' understanding of respect for others.

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Inspector's name and number	Elizabeth Pettersen 557