

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archbishop Courtenay Church of England Primary School	
Address	Eccleston Road, Tovil,, ME15 6QN
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>As a haven of hope and aspiration, our richly unique and diverse children are nurtured with kindness and compassion, learning to value themselves and others. God's love and care guides us along our spiritual path making us a strong, resilient and proud community ready to learn, thrive and flourish together.</p> <p>The story of the wise and foolish builders, Matthew 7:24–27</p>
Key findings
<ul style="list-style-type: none"> • The headteacher, supported by her senior team, other leaders and governors, has taken the school on a transformational journey. The deeply embedded Christian vision, underpinned by the Bible story of the wise and foolish builders, drives all aspects of day-to-day life. • Inspired by the vision, the tailored, thoughtful and often innovative pastoral support for pupils ensure all are nurtured. There is a tangible sense of safety and love, ensuring all flourish. • The curriculum, driven by the vision, provides time for pupils to think and reflect on moral and ethical issues. Opportunities to develop courageous advocacy as part of a global community are less well developed. • Staff have a sound understanding of spiritual development. However, clarity on how to support the progression of pupils' spiritual development is an area of improvement. • Religious Education (RE) is now taught well. As a result, pupils have a good knowledge and understanding of Christian belief and practice, as well as an understanding of a range of religions and worldviews.
Areas for development
<ul style="list-style-type: none"> • Building on the sound staff understanding of spiritual development, ensure progressively deeper opportunities exist across the curriculum to enable pupils to develop spiritual curiosity. • Broaden opportunities for the whole school to be further inspired by the Christian vision to act as courageous advocates who challenge injustice as part of a global community. • Continue to develop inspiring approaches to teaching and learning in RE so that all pupils, regardless of need, flourish in their RE learning.

Inspection findings

The Bible story of the wise and foolish builders captures the school's vision to be a bedrock of hope and aspiration for its community. School leaders work tirelessly to ensure the vision is woven through policies, procedures and practices, driving decision making at all levels. Staff are passionate in supporting pupils to overcome challenges and be able to flourish in all aspects of their lives despite the significant deprivation in the area. The school has become the epitome of the house built on strong foundations. Robust relationships between governors and the school ensure a balance between support and challenge. Along with comprehensive self-evaluation and monitoring from leaders at all levels, this drives improvement.

The Aquila trust and Diocese of Canterbury provide high quality professional development for all staff inspiring them to improve their skills and knowledge of working in a church school. The vision of the school to be a secure and stable haven for all drives the many effective partnerships. The very strong relationship with the church provides support in many aspects of school life. This includes involvement with the parish church council and support for music in school from the church choir. Links with local schools and schools within the trust provide further support for everyone within the school community. Work with local community groups, such as volunteer reading support from the Maidstone Lions, enhances provision to enable all pupils to flourish. New partnerships, including equine therapy with Sheila the pony, are already positively impacting on pupils' social and emotional needs, and in turn, their learning.

Leaders' thoughtful use of curriculum schemes provide pupils with opportunities to debate moral and ethical issues. Pupils talk excitedly about their learning and how it makes them think and reflect. A secure understanding of children's spiritual development, along with planned opportunities across the curriculum, ensures all pupils have the chance to develop spiritual curiosity. Many pupils enjoy the oversubscribed after school 'Godly Play' club and 'Kingsquad', further enhancing their spiritual development. Work on providing deeper opportunities as pupils progress through the school is an area for improvement.

The vision of kindness and compassion, guided by God's love, underpins relationships throughout the school at all levels. Pupils behave well, have a positive attitude towards their learning and are fully supportive and respectful of each other. Staff feel nurtured and listened to, inspiring them to be the best they can be. Pupils recognise how they are supported by their peers and adults, summarised by one pupil saying 'things get fixed here'. The compassionate community award from the local borough council and Heart of Kent hospice demonstrates the school's commitment to the flourishing of all. The wellbeing team, including the pastoral wellbeing manager, special educational needs coordinator and nurture assistant, work effectively together to support the widely varying needs of their pupils. Considered and individualised support for families has a positive impact on pupil outcomes. Good mental health and wellbeing are rightly given high priority resulting in all pupils flourishing regardless of their starting points or barriers to learning. Pupil school councillors also act as wellbeing warriors providing all pupils with access to peer-to-peer support.


Big questions throughout the curriculum, along with 'I wonder?' questions in both collective worship and lessons provide pupils with opportunities to reflect. Projects, including those on plastic pollution and Windrush, give pupils the platform to begin to develop an understanding of how they can challenge problems and injustice. These opportunities to allow pupils to think nationally and globally are at an early stage.

All involved with the school value its richly unique and diverse community. Careful consideration is given to visits and visitors to ensure all feel included while also broadening

pupils' horizons. Visits to the theatre, zoo and museums, along with workshops on African dance, mindfulness and anti-bullying enhance pupils' life experiences. The recent introduction of pupil young interpreters celebrates the broad spectrum of languages within the school and provides support to those new to the community.

Collective worship is an integral part of the daily life of the school with pupils and staff enjoying the opportunity to be together. It offers a safe place for all members of the school community to think and reflect. There is time for sung worship, discussion, reflection and stillness. Pupils recognise how collective worship helps them reflect on their own beliefs and behaviours. Planning from the diocese adapted by the collective worship lead allows the school's vision to be lived out through the themes delivered across each term. Slides from collective worship are available to all via the school website and weekly themes are shared on the newsletter to parents and carers. This furthers the positive impact of collective worship on the whole school community. The school values the support from the local church, working closely together they lead the worship across the school. 'Worship warriors' from all year groups have the opportunity to lead worship on at least a weekly basis. Older pupils support younger pupils in the planning and delivery of worship. Reflection areas in classrooms and communal areas of the school provide opportunities for prayer and reflection. Pupils speak highly of the spiritual garden in the school grounds where they can take time for stillness and quiet. They are proud of the fact that this is accessible by all. Monitoring and evaluation of collective worship by pupils, staff and governors allows leaders to improve and develop this aspect of school life.

The school places great value on RE, timetabling it to be taught by all classes as part of marvellous Mondays. Pupils are enthused by their work and speak with pride of their achievements. They are able to offer opinions and share ideas respectfully with peers. Pupils' work includes a range of activities reflecting Christianity and world religions. As pupils move through the school, they demonstrate a growing understanding of religions and worldviews. The school effectively takes accounts of pupils starting points and barriers to learning, carefully planning appropriate support for all learners. Close monitoring, support and challenge have driven improvements in RE across the school. The diocese and trust provide effective support for RE, ensuring the new subject leader is beginning to flourish in her role. Recent training from the diocese and the local church have further improved RE subject knowledge and understanding among the teaching staff.

	The effectiveness of RE is		Good	
	Through effective leadership and support, teachers have developed confidence in teaching RE. Pupils' individual books and class big books show a growing range of teaching and learning approaches. This is an area of continuing school improvement. Thoughtful use of the 'Understanding Christianity' resource along with school adaptations support all pupils regardless of their barriers to learning. Despite the broad range of starting points, all pupils including those with learning difficulties, make good progress in RE.			
Information				
School	Archbishop Courtenay Church of England Primary School	Inspection date	15 November 2022	
URN	139822	VC/VA/Academy	Academy	
Diocese/District	Canterbury	Pupils on roll	307	
MAT/Federation	Aquila			
Headteacher	Sue Heather			
Chair of Governors	Ryan O'Connell			
Inspector	Sarah Alexander	No.	2108	