

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Egerton Church of England Primary School

Address	Stisted Way, Egerton, Ashford, Kent TN27 9DR		
Date of inspection	01 July 2019	Status of school	VC primary
Diocese	Canterbury	URN	118702

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	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Egerton is a primary school with 200 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 below national averages. A short Ofsted inspection in April 2018 graded the school as good.

The school's Christian vision

'Together, we inspire, nurture and thrive'

Egerton inspires joy in learning by cherishing childhood within a rich and creative curriculum. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends in mind, body and soul.

Key findings

- Under the effective leadership of the headteacher and senior leadership team, ably supported by a committed governing body, the school's Christian vision is given a high priority. This has impacted on the provision of a rich and creative curriculum with improving progress and attainment for all. However, opportunities to understand cultural diversity within the United Kingdom are underdeveloped.
- Each pupil is valued as a unique individual. The vision ensures that particular emphasis is placed on the provision of tailored support to meet the needs of those who need additional care and provision in order to thrive.
- Collective worship plays a key part in pupils' understanding of the school's Christian values and their relevance in pupils' daily lives. Pupils express a wish for greater involvement by more pupils in the delivery of the theme, as well as a desire to experience worship in different locations in and around the school.
- Religious education (RE) is given a high status and the subject is instrumental in enabling both adults and pupils to live well together. Although pupils discuss topics well, opportunities for pupils to work at greater depth, especially to deepen their understanding of spiritual ideas, are not apparent in all year groups. Learning opportunities provide limited scope for pupils to understand social injustice in any depth. The amount of time devoted to teaching RE does not meet the expected guidelines.

Areas for development

- Foster pupil understanding and eagerness to participate in activities linked to social injustice locally and globally.
- Develop pupils awareness and understanding of cultural diversity within the United Kingdom to nurture a greater awareness of the world in which they live.
- Ensure that RE is taught each week and that activities allow pupils to deepen their understanding of spiritual ideas, especially for those who have the capability to work at greater depth.
- Create greater opportunities for all pupils to be actively involved with whole school worship, as well as widening the range of locations for worship to enhance growing spirituality.

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 Egerton, created in dialogue with all stakeholders, is central to the daily life of the school. The linked bible story, the feeding of the 5000, and the associated values ensure that the vision is readily understood by pupils. As a result, they are confident in their description of how the values impact on how they are valued as individuals and how they treat each other. The vision is at the centre of the school development plan, with the needs of each pupil being fundamental. This has impacted on challenging decisions about the school finances and the priorities that have been made. Consequently, provision for pupils, especially those requiring extra nurture has remained a priority. Partnerships with other local schools and the diocese has supported the school in developing the quality of teaching and learning. As a result, progress and attainment for all pupils is improving, with standards at or above national averages in most areas. Governors are very supportive of the school. They have an excellent understanding of the vision and how this underpins their decision making. Their monitoring of all school activities is regular and rigorous, resulting in continual improvement within the school. The recommendations from the previous denominational inspection have been addressed.

The vision has placed the creation of a rich and creative curriculum at its heart. Pupils enjoy the topic based learning, which initiates from pupil interests. They are fully engaged in stimulating introductions to the topics, as well as in trips to support the learning and special themed days and weeks. These include art days, science days and sports weeks. Together with a wide range of clubs, pupils are effectively nurtured in line with the school's vision. The curriculum currently provides few openings for pupils to develop their understanding of cultural diversity within the United Kingdom, however. Pupil work is recorded within large floor books. These enable all pupil work to be celebrated and for each pupil to be valued as an individual. The enquiry based approach, often commencing with big questions, has allowed pupils to deepen their learning. Pupils have enjoyed this challenge. Kind and caring approaches that recognise the needs of the individual ensure that pupils with special needs are given extra support within their learning as appropriate. This enables all to feel valued and to thrive.

Through curriculum learning opportunities, pupils are gaining an understanding of the need to care for the natural world and of the impact of human intervention. They demonstrate compassion for those in need and have been active in fundraising for local, national and international charities. Pupils' deeper understanding of social injustice are more limited at present.

Placing the vision and values at the centre of decision making has created a compassionate and caring community where all live well together. Pupils and adults recognise that everyone is treated with dignity and respect. The provision of the nurture room with the delivery of specific programmes for those who need additional care has had a significant impact on the behaviour of those who attend. Other pupils recognise the impact of the provision, understanding for themselves the importance of finding a space to be calm and manage your emotions. Pupils demonstrate sound skills in resolving any conflict that may occur. They are confident to express their view and challenge any poor behaviour or attitude. They recognise that, underpinned by forgiveness, a compromise may be the best way forward. Recent reviews of the school marking policy and approaches to planning and preparation time reflect the care given to staff to foster their wellbeing.

The headteacher demonstrates a deep commitment to collective worship and to creating an inspiring time of day for all. She has attended an extensive range of diocesan training, and then planned the worship around the school values, bible stories and major faith festivals. The Anglican tradition is readily apparent in displays and liturgy. Pupils recognise that worship is a time to reflect and to consider what they have learned during the school day. It enables them to feel calm and ready to return home at the end of the day. The spontaneous singing of worship songs as pupils enter the hall creates a sense of expectation that something special is going to happen. Pupils take pride in the leadership of worship within their role as Christian ambassadors. Pupils particularly enjoy class worship where they feel safe to share their views and opinions within a smaller group context. Good links with the local church, with regular visits by the clergy and the organisation of an after school club help to foster good relations between school families and the church, as well as supporting the spiritual development of pupils. Work with organisations, such as the Family Trust have, helped develop the prayer life of the school. Interactive and multi-disciplinary prayer stations within the school building and reflections in the newly created reflection garden demonstrate deep spiritual

thinking by some pupils. Pupils would like to have greater opportunities for involvement by everyone in worship and opportunities to worship in other locations, such as the reflection garden.

Fully supported by the school leadership team, the RE leader has assisted staff in delivering the new Understanding Christianity programme. She has attended a range of diocesan training. In school, monitoring takes place regularly and staff are well supported with both subject content and approaches. Marking and assessment follow school practices and support future planning well. Discussions in RE are open and respectful of others' viewpoints. Pupils enjoy learning about other faiths. At present, there are limited opportunities for pupils to deepen their thinking and spiritual ideas within RE. The current provision for RE does not meet the expectation of the Church of England Statement of Entitlement of no less than five per cent of curriculum time.

Headteacher	Julia Walker
Inspector's name and number	Elizabeth Pettersen 557