



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Chislet (Voluntary Controlled) Church of England Primary School

Chislet Church of England Primary School, Church Lane, Chislet, Kent CT3 4DU

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Canterbury

Local authority: Kent

Date of inspection: 3rd February 2015

Date of last inspection: 1st February 2010

School's unique reference number: 118655

Headteacher: A Noake

Inspector's name: V Corbyn (86)

School context

Chislet Church of England Primary School is much smaller than most primary schools. Currently, there are 91 pupils in four classes. Almost all pupils are of White British heritage. The proportion of pupils who have special educational needs is average. The proportion of pupils for whom the school receives additional funding (pupil premium) is below average. The school has been federated with a local community primary school for 8 years. Both schools are led and managed by the same governing body and headteacher.

The distinctiveness and effectiveness of Chislet as a Church of England school are good

- Mutually enriching relationships are underpinned by the school's core values of respect, care, trust and praise.
- Care and trust drive the school's focus on the wellbeing and personal development of every pupil. This is supported and articulated by the whole staff team.
- Collective worship brings the community together in ways which help them to recognise that God is present and that their prayers are heard.

Areas to improve

- Ensure that the values which characterise the school are made explicit as Christian values so that their impact can be confidently articulated especially in relation to achievement.
- Develop pupils as leaders of worship so that they can share in the building of the school's vision and values.
- Extend opportunities for higher level thinking in upper key stage two so that all pupils progress as rapidly as possible in Religious Education (RE).

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

Chislet's core values of respect, care, trust and praise impact very positively on the wellbeing and personal development of pupils. They talk about how they are praised and rewarded for demonstrating these values over time. They know how the values can be found in the life and teaching of Jesus. The school's behaviour policy is explicit about the ways in which the four values influence pupils' attitudes and actions. In January 2015, the school was recognised for being one of the 100 top performing schools. This was based on sustained improvement in attainment at level 4 or above in reading, writing and mathematics each year from 2012 to 2014. Improved and progress-focussed teaching has resulted in rising standards in all aspects of the curriculum, particularly in the core subjects. Although core values impact implicitly on achievement, this is not confidently articulated in relation to the school's explicit Christian values. The depth of relationships based upon trust and care is an outstanding feature of the day to day life of the school at all levels. The whole of the staff team implements the core values in relation to each individual which ensures that the needs of all pupils are met. Spiritual, moral, social and cultural development is strong. Children know when and how to pray. The Forest School initiative offers opportunities for reflection on the wonders of the natural world which are maximised by the school. Pupils understand the importance of the right moral choices in order that the school community works well. They are eager to address the needs of others within the school community, and those of their neighbours locally, nationally and globally. Knowledge and understanding of Christianity is good. Pupils appreciate the openness offered in their RE lessons for voicing their opinions, knowing that they will be valued. They enjoy RE and are generally challenged in their lessons.

The impact of collective worship on the school community is good

Pupils recognise their daily collective worship as an important time when their community comes together as one. They know that understanding more about God and Jesus, praying and singing lie at the heart of their worship. The planning and leading of worship are the responsibility of all teachers. This means that there is ownership and understanding of worship across the school. This is being extended to pupils as they take some leadership roles, for example by writing prayers each Friday, although this is not fully developed. Pupils are able to apply what they hear in worship in ways which benefit the school community, treating others with care and respect. The diocesan framework supports worship leaders in ensuring that worship is Christian, Biblical and Anglican. Use of Trinitarian ideas is present in worship through the use of the framework, especially in the form of prayers and liturgical responses. The school community has a shared understanding of the importance of prayer. Governors speak of their appreciation of the quality of worship. There is openness to new ideas such as the introduction of a Christingle service in 2014. This enriches the partnership with the Anglican Church which is regularly experienced through worship led by the incumbent and a foundation governor. Recently, collaboration with the local Methodist Church has provided a broader range of worship experiences for pupils.

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

A clarity of vision and purpose is shared by all the leaders of this school. The federated schools work jointly and effectively in many mutually beneficial ways. However, the headteacher has ensured that Chislet maintains its distinctive yet inclusive Christian character. She makes sure that foundation governors meet separately in order to informally monitor and review the school as a Church school which was recommended by the previous inspection. Formal and regular systems to maintain the strategic direction of Chislet as a Church school within the federation are in their early stages of development. Parents are generally confident about the effectiveness of the school as a Church school. Future leadership is being secured by the involvement of senior and middle leaders in all aspects of Church school development. Teaching and learning partnerships to

maximise opportunities for pupils and for staff are constantly being formed and developed. RE is well led and managed. The role of the subject leader for RE and worship has been strengthened as recommended by the previous inspection. She teaches RE across the school using the new diocesan plans and therefore maintains progression across the school. Teaching is confident and enthusiastic. Higher order thinking in RE is not securely evidenced in work and pupils are not clear about what they need to do in order to improve in RE. There are strong links with the local church especially in the person of the Anglican minister and the foundation governor, and increasingly with the local Methodist Church. Statutory requirements for worship and for RE are met. The school, church and community work together in many creative ways through which all serve and are served.

SIAMS report February 2015 Chislet CE Primary School CT3 4DU