

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

<b>Boughton-under-Blean and Dunkirk Primary School</b>			
Address	School Lane, Boughton-under-Blean, Faversham, Kent. ME13 9AW		
Date of inspection	12 December 2019	Status of school	Voluntary controlled
Methodist District	Canterbury and East Kent	URN	118705

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

### School context

Boughton-under-Blean and Dunkirk is a primary school with 204 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is slightly above national averages. A new headteacher was appointed in 2015. Ofsted judged the school as good in July 2019.

### The school's Christian vision

We believe passionately that every child has the right to achieve their full potential academically, spiritually, socially and emotionally. We aim to make learning exciting and challenging within a safe environment based on Christian values of mutual care, courtesy, consideration and respect. Our identity is informed by being a Methodist school and this plays an important part in shaping our ethos and values.

### Key findings

- The Christian vision and associated values of the school have led to a welcoming, nurturing and inclusive environment in which all members of the community are valued and loved. Relationships are positive and there is strong awareness of and support for the mental health and well-being of pupils, parents and staff.
- The vision for exciting and challenging learning results in a very broad, engaging curriculum which recognises pupils as unique individuals and ensures the rounded development and flourishing of each pupil.
- An enquiry-based approach to the curriculum is supporting pupils' spiritual development. However, the school does not have an agreed, shared understanding of spirituality and so sometimes occasions for its development are missed.
- The school actively promotes and supports pupils to engage in social action, challenging injustice and 'doing all the good they can', through extensive involvement with a number of charities and its local community.
- Collective worship promotes the schools' vision and values. However, there are few opportunities for pupil leadership and participation. Monitoring and evaluation of worship is not frequent or rigorous.
- Religious education (RE) offers a safe space to discuss diverse religious beliefs. Teachers skilfully develop pupils' understanding of the school's vision and values. A new assessment system is helping to inform teaching and learning and develop pupils' skills.

### Areas for development

- Establish deeper and more systematic monitoring and evaluation of collective worship by all stakeholders, in order to bring about greater pupil leadership and participation.
- Develop a shared understanding of spirituality. Identify opportunities within the whole curriculum so that pupils explore and articulate spiritual and ethical ideas with increasing confidence.

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 school's Christian vision and values, built on Methodist teaching and biblical themes, have been established for many years. They consistently inform the school's plans, decisions and partnerships. Biblical texts, such as 'Start children off in the way they should go and when they are old, they will not depart from it' (Proverbs 22 v 6), introduce weekly newsletters, keeping the biblical basis of the vision in focus. Pupils refer to Bible stories such as the Good Samaritan that illustrate values such as friendship. The school prayer, based on the teaching of John Wesley, provides a clear prompt for action and reflection for the whole community. The school is inclusive. There have been no exclusions for many years as the school works hard to meet the needs of every child. School leaders are aware of current church school developments. They access relevant professional development, often through partnerships with other schools. This is then shared with other staff, creating a culture of listening and learning for improvement throughout the school. Governors regularly visit the school. Their observations help to inform the school's self-evaluation and improvement plans. The school belongs to a newly established network of Methodist schools, led by the headteacher, which is beginning to work together to share good practice. The response to the last SIAMS report has resulted in good improvements. The school meets statutory obligations for both RE and collective worship.

The vision inspires a broad, balanced and enjoyable curriculum with extensive extra-curricular opportunities. Strong provision for sport is one outcome of this. Enrichment days, such as those for music and creative writing, support spiritual, social and emotional development. Fair access to these curriculum initiatives enables all pupils to flourish and develop their abilities. In this safe learning environment, pupils' academic needs are well supported so that they make good progress in line with national averages. Most pupils attend well. When necessary, the school helps pupils to get to school. RE and collective worship provide well for pupils' spiritual development. However, there is not an agreed understanding of spirituality. Staff are beginning to pose questions in other curriculum subjects to encourage deeper thought. For example, in some artwork about bones, pupils are asked, 'What would God see if he looked beneath the skin?' However, this approach is not planned for consistently throughout the wider curriculum.

The school and its work are at the heart of village life. The school motto, 'Do all the good you can,' inspires pupils to advocate for change. They increasingly identify and initiate actions to improve people's lives and projects to improve the environment. Pupils write to residents at care homes for the elderly, sing at community lunches and campaign for swings at a local park. They raise money for many charities, which are sometimes linked to particular family concerns. A 'reverse advent calendar' initiative is collecting items for a local food bank. Continuous promotion of the school values of friendship, forgiveness, respect, justice and truth has created a culture of positive relationships, acceptance of difference and mutual support. Behaviour is very good. Pupils cite the biblical story of the Lost Son in explaining forgiveness. A clear anti-bullying strategy is effective in preventing disrespectful behaviour. Staff are passionate about their work. They feel valued and know that everything the school asks of them is worthwhile in improving outcomes for pupils. Consequently, staffing is very stable with adults flourishing and going the extra mile. Parents report that their children feel accepted and loved. There is an age-appropriate sex and relationships policy that promotes healthy relationships.

Collective worship is central to school life. It provides an occasion each day when pupils and adults share and reflect on ideas together, strengthening the school vision. It is well-led and planned. Staff are supported with appropriate resources that help adults and pupils explore a wide range of values. Methodist clergy and members of other Christian organisations regularly lead worship, with the result that pupils gain experience of different types of worship. Worship includes prayer, singing, stories and time to discuss and reflect on the theme, helping pupils remember key messages. Candles are sometimes lit to provide a focus for reflection. Pupils know the school's prayer and responses such as 'May the Lord go with you – and also with you'. Classes lead worship each term, basing the content on the vision and values, rather than topic themes. However, overall there are few opportunities for pupils to lead. Consequently, pupil participation and ownership of worship is not fully developed. Pupils have a good knowledge of Jesus' teaching and Bible stories. Their understanding of the Christian beliefs of God as Father, Son and Holy Spirit is less developed. Ongoing discussions and classroom reflection areas encourage pupils to apply the current theme to their daily lives. Pupils are invited to write prayers in response. A recently established pupil group of 'worship warriors' have begun to monitor and evaluate worship.

As a result, pupils think deeply about worship themes. However, self-evaluation by pupils does not inform planning. People who are new to leading worship are supported by coaching in planning worship. Informal feedback takes place, but this is not systematic or deep enough to ensure that pupils are always fully engaged.

The RE scheme of work is based on the Kent agreed syllabus. Some units of work cover the history, traditions and current practice of the Methodist community. Using an enquiry-led approach, pupils learn about a wide range of faiths. This creates an environment in which pupils encounter and discuss difference and diversity. They are also introduced to the variety of Christian expression around the world. Teachers are skilful in drawing out similarities and differences between faiths. There is a 'dig deeper, linger longer' approach that looks beyond the surface. Staff help pupils to consider how values apply in different circumstances. RE supports pupils in developing skills of critical thinking. It provides a safe space in which they can learn to express their views and listen to those of others with sensitivity and respect. Pupils benefit from visits to a range of places of worship such as a gurdwara, a mosque and Canterbury cathedral. They meet visitors who explain the impact of their faith on their work and lives. The school has introduced a new assessment system which is focussing teaching and learning and supporting pupils' development. Leaders attend relevant training and benefit from sharing good practice with partner schools. There is an annual monitoring programme to evaluate teaching and learning. Outcomes inform staff discussions, bringing about improvements that are consistent across the school.

Headteacher	Simon Way
Inspector's name and number	Melanie Williams 911