

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wouldham All Saints Church of England Voluntary Controlled Primary School

Address	I Worrall Drive, Wouldham, Rochester, ME1 3GE		
Date of inspection	07 February 2020	Status of school	Voluntary Controlled
Diocese	Rochester	URN	118634
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	Excellent

School context

Wouldham All Saints is a primary school with 407 pupils on roll. The majority of pupils are of White British heritage, with small proportions from a wide range of other ethnic backgrounds. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion who have special educational needs and/or disabilities (SEND) is above national averages. The headteacher has been in post since 2005. Since the previous denominational inspection, the school has moved to a new site with a significant expansion in pupil and staff numbers.

The school's Christian vision

Flying High

Happy to be God's special children. Improving all the time. **Good** at Communicating. **High** expectations of ourselves and each other.

Making our best our standard.

Key findings

- The school has been through a significant period of change. The vision and associated values are a steady influence, particularly when ensuring that the large proportion of new pupils are well-integrated quickly into its life. The vision and values impact strongly on pupils' personal development and on their enjoyment of school. However, attainment and progress are not high enough for all pupils.
- The school's Christian underpinning continues as a strength, led by the headteacher, supported by senior leaders and governors and by the spiritual development leader. The passion of the headteacher in supporting a Christian vision of education focused on the development of the whole child is shared by staff and parents. It is a unifying factor as the staff team grows and as the number of pupils and their families increase.
- Excellent pastoral care expresses the vision and associated values well, impacting positively on pupils' wellbeing.
- The partnership with Nexus special school is exemplary.
- Collective worship is a strength. It focuses on key Christian beliefs and relates worship to life in school and the wider world excellently. It promotes action to support others. Along with religious education (RE), it effectively supports the school's Christian vision and associated values and the spiritual and personal development of pupils.

Areas for development

- Improve academic outcomes so that all pupils attain their full potential academically in line with the school's aspirational vision.
- Embed the refinements to assessment practice begun in RE so that skills development is addressed alongside knowledge and understanding.

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

Since the previous denominational inspection, the school has been relocated and enlarged. Approximately 65% of pupils have been in the school for two years or less. Through this period of substantial change, the vision, summarised as 'Flying High, and its associated values of the biblical Fruit of the Spirit, have been a stabilising factor. The identified strengths from the previous report have been sustained and the development point well addressed. The headteacher, in collaboration with senior leaders and a committed governing body are ensuring the continuity of the vision and values. They are shaping the expanded school community in its next phase of development. However, for three years, academic attainment and progress has been below national averages, with a decline in the most recent national assessments available. Despite 40% of pupils gaining grammar school places, the school was in the bottom 20% nationally for attainment and progress. The vision has a constructive outcome on the pupils' personal and character development and on their enjoyment in school. However, it is not guiding sufficiently the academic progress and attainment of all pupils. The attainment gap between boys and girls has lessened. It is now around the national average.

The vision is longstanding and aspirational as all are regarded as God's special children, which is expressed through the excellent pastoral care that strongly influences pupils' personal development. Pupils and their families are well known. There is a strong sense of belonging. Most pupils new to the school, 'become part of our family', quickly, including some who previously found school a challenge. This is because leaders and staff work collegiately to support their positive integration. The school is a happy and welcoming community. Behaviour and attendance are good. Pupil numbers have increased rapidly. One reason for this is that some parents choose the school because of its explicit Christian underpinning and its high level of support for the rounded development of the whole child.

The vision and values are expressed through caring relationships and respect for difference and diversity. Through charitable giving, pupils recognise ways of making a difference, 'showing love and kindness as our values teach us'. Pupils take responsibility for themselves and for others. Using the recently introduced 'difference makers', pupils work on next steps helping them to take more responsibility for their learning. The school parliament and buddies are just two ways in which pupils serve others to very good effect.

Governors monitor the school's Christian distinctiveness with visits focused through key elements of the development plan. Decisions are taken 'always bearing the child in mind'. Thus, pupil and staff wellbeing are given a high priority. Staff are well supported in their roles within this Church school.

The well-planned curriculum enables issues of spiritual concern to be addressed through different subjects. It is enriched by varied extra-curricular opportunities. Under the headteacher's passionate leadership, there is a powerful emphasis on 'the whole child'. This means, for example, that showing the Fruit of the Spirit in action is celebrated, as are talents and interests outside school. Outdoor learning is enjoyed and enables reflection on God's creation. Tree planting and litter picking are practical ways in which pupils show care for the environment. The new building was designed to be eco-friendly. Thus, Christian stewardship is being well encouraged.

Spiritual development has a high priority as indicated through the ongoing effective role of the spiritual development leader. Opportunities to enhance spiritual development are woven across the curriculum, including in RE, and through collective worship. Open-ended questioning to prompt focused thinking and reflective responses are well planned and encouraged. Prayer and reflection across the school day include a pupil and adult prayer group. Such opportunities positively influence the school as a Christian community, with its members concerned for each other and for the world.

The spiritual development leader teaches RE in most classes. This practice is helping to ensure consistency and enabling all teachers to feel confident when they take over responsibility for teaching their own class. The RE curriculum is appropriately based on the Kent Locally Agreed Syllabus, and enriched through drawing on the diocesan scheme of work and a resource called Understanding Christianity. Pupils engage deeply and enjoy RE. The depth of responses and understanding is often insightful. The Diocese has recently provided a more skills-based approach to support RE assessment which the school is beginning to use but this is not embedded.

There is an innovative, mutually beneficial partnership with Nexus special school. Satellite provision has been hosted in the school since September 2018. Nexus pupils are integrated wherever possible and their staff feel, 'part of the family'. Through sharing a curriculum focus, Nexus pupils can join in some lessons and special events, such as a recent Egyptian workshop. Some Nexus pupils attend worship as appropriate. Wouldham All Saints pupils benefit through developing their appreciation of and sensitivity towards others and their varying needs. Zones of Regulation is an approach to help pupils self-regulate behaviour. The school and the Nexus satellite are using the same approaches

which are productively linked with the school's values. This is impacting positively on behaviour and self-esteem and demonstrates excellently the partnership in practice.

Links with the Diocese, for example, through periodic attendance at courses and at RE subject leader meetings are in place. Supportive relationships with the parish church enrich school life. For example, the vicar is involved in a regular school Eucharist and actively supports the spiritual development leader's work. Sunday worship is beginning to be held periodically in school as an inventive way of encouraging church and school to reach out to the wider community.

The worship programme is rightly recognised as 'the heartbeat of the school'. Excellently applied biblical teaching relates Christian beliefs to school life and beyond. The significance of festivals such as Christmas and Easter are explored in creative ways. Through worship, supported by RE, pupils have an age-appropriate appreciation of beliefs about God as Father, Son and Holy Spirit, along with concepts such as incarnation, forgiveness and commitment. Pupils value worship. The engagement of pupils and staff is strong. A staff member reflected on it as, 'a time just to be'.

Worship warriors are pupils who work alongside the spiritual development leader, looking after the prayer stations and responding to monitoring, refining practice as necessary. An exemplary aspect is how themes, decided on by the worship warriors, are often related to issues in the world today. In this way, worship and faith are strongly connected to personal response and to life outside school. Collective worship promotes action, such as a sponsored sleep out in the school to raise awareness of homelessness.

Headteacher	Carl Fitter
Inspector's name and number	Pamela Draycott (161)