

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Fawkham Church of England VC Primary School | |
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| Address | Valley Road, Longfield, DA3 8NA |
| 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 |

| School's vision |
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| <p>Dream, believe, achieve at Fawkham Church of England Primary School.</p> <p>'I came that you may have life; life in all its fullness'. (John 10:10)</p> |
| Key findings |
| <ul style="list-style-type: none"> • The school's biblically rooted Christian vision and associated values shape the daily work of this inclusive and caring school. This creates a strong community, the 'Fawkham family', that allows each one to flourish. However, at present monitoring by governors does not reflect on the wording of the school's vision. • The value placed on each individual nurtures a culture of shared leadership. This contributes positively to the school's ongoing development. Pupils are involved in charitable fundraising. Themes to deepen an understanding of social injustice and subsequent actions to address these are developing. • A focus on the needs of each unique individual has resulted in a vibrant curriculum that enables all to flourish. There is a secure understanding of spirituality, but opportunities to develop this are not always planned within the curriculum. • High status is given to the daily gathering of the school community for worship. Active pupil involvement inspires a deep understanding of the vision and values. • Pupils engage enthusiastically within religious education (RE) and record their learning in a range of creative ways. As a result, pupils develop a comprehensive understanding of Christianity and a range of faiths and worldviews. |
| Areas for development |
| <ul style="list-style-type: none"> • Develop the curriculum so that spiritual experiences are planned for and pupils can recognise and articulate them. • Refine governor practice regarding self-evaluation of the school's Christian vision and distinctiveness. This is to ensure that the vision continues to underpin future school development. • Extend pupils' engagement in social action through a broader focus that continues to support local concerns, whilst embracing global issues. This is to deepen an understanding of injustice and how they can be advocates for change. |



Inspection findings

The vision and values, firmly rooted in a biblical narrative, infuse every area of the life and work of Fawkham. The whole school community is united in ensuring that all 'live life in all its fullness'. A deep sense of the 'Fawkham family' and togetherness permeates the school.

The vision is integral to all aspects of decision making. There is a clear focus on 'life in all its fullness' enabling leaders to be bold and thoughtful in exploring new directions. This has a significant impact on the way in which all pupils and staff flourish. Governors are supportive and offer strong challenge. They have a good understanding of the daily life of the school. However, neither their meetings, nor monitoring reports reflect on the school's vision and how it impacts on the work of the school. Thus, opportunities to support the ongoing development of Fawkham as a Church school are missed.

The values and their influence on behaviour and attitudes are a regular part of daily conversation. This has a profound impact on the quality of relationships across the school and the behaviour of pupils. Staff consistently model the values. Thus, pupils know how the values can motivate their decision making and underpin all their interactions. As a result, Fawkham is a unified community where love and respect for the individual are paramount. Older pupils speak with great pride about their care for the younger ones. The confidence that this engenders results in a nurturing environment where no one is left out. Pupils are seen as partners in the school's leadership, giving them dignity. They are involved in a wide range of teams, for example, reading ambassadors or the school council. Within these groups they plan special house team days that draw all ages to work and play together. This affirms each one as trusted members of the community who can make valued decisions for the benefit of all. Pupils thrive at Fawkham because staff are also valued and enabled to flourish. A system of shared leadership reflects the trust and confidence placed in each one to foster and develop life in all its fullness. They support and care for each other which impacts positively on their wellbeing. Staff enjoy their work and are happy to 'go the extra mile' for the benefit of the school and pupils.

The vision is at the core of curriculum developments. Each decision is made, and opportunities are consciously created, to ensure 'life in all its fullness'. A wide range of creative learning opportunities and rich learning experiences stimulate a love of learning. Pupils speak with great enthusiasm about their extra-curricular activities including a recent 'summer spectacular' and experiences within the school's forest area. This results in pupils who are confident and enjoy school life. Skilful adaptations to learning, when appropriate, allow all to thrive. Within their challenges pupils often work collaboratively. In this way a community that learns together and supports each other to succeed is created. Pupils are resilient when facing challenges knowing that you 'dream, believe and achieve'. They find further strength within the vision, enabling them to manage the ups and downs in life. The examination of 'big questions' fosters engagement in discussion and debate within the safe space of the classroom. All show an ability to listen respectfully and respond in a gracious manner. This helps create a courteous environment where everyone's opinion is valid. It also gives pupils freedom, without fear or ridicule, to express opinions that differ from the majority. Within this setting pupils grow in their understanding of who they are and their place in society. This is a key aspect of their spiritual development. There is a secure understanding of spirituality across the staff team. However, there are limited planned opportunities for spiritual development within the curriculum, so times to grow within this are restricted.

Worship is a highly valued time of the school day drawing the school community together around the school's vision. Pupils make impressive contributions to the worship. The pupil worship leaders, the 'leading lights', suggest ways that will improve the worship. This includes

opportunities to worship outside as well as in the school hall or classroom. They distribute artefacts, such as holding crosses, shells and gems at the start of worship. This helps pupils focus during reflection time. Bible stories deepen pupil understanding of the Christian values and how they can follow in the footsteps of Christ. This inspires a community that is loving and respectful of the dignity and rights of adults and pupils alike. Older pupils support younger pupils during times of shared talk, ensuring that worship is inclusive of all. Opportunities for quiet reflection within worship have a deep impact on pupils and adults alike. Each one finds a place of calm and a growing gratitude for their lives thus supporting their spiritual flourishing effectively. Pupils value prayer as a time to speak to God, to share their worries and give thanks. Confidence by staff in pupils as leaders has empowered the 'leading lights' to establish a Friday prayer group. In this way pupils are supported in developing a personal prayer life beyond the hall or classroom. Themes within worship support pupil understanding of social injustice. As a result, pupils have made a significant contribution to the local foodbank. At times worship focuses on world needs, which stirs pupil compassion for others. However, their exploration of social action projects and an understanding of their part in being advocates for change lacks breadth.

RE has a high profile in the school and expresses the vision well. It is led by an enthusiastic RE subject leader. Regular monitoring of RE ensure that pupils make progress. She has accessed diocesan training and disseminates this effectively through the school. Further valued support is provided within a local hubs of schools where good practice is shared. This results in confident and knowledgeable teaching, which in turn inspires and enthuses pupils. They are enabled to think deeply about Christianity, as well as gaining a thorough understanding of different worldviews. Their responses to challenges in their work show balanced and considered reflections, demonstrating high levels of respect for all. Pupils' enjoyment in RE is reflected in the range of creative ways, including through art and drama, that they interpret their learning.

Fawkham is a community where all are treated with dignity and respect. There are very positive relationships at all levels within the 'Fawkham family', creating a loving and nurturing community. This is because everyone is united in living out the vision 'to have life and have it in all its fullness'.

| Information | | | |
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| School | Fawkham Church of England VC Primary School | Inspection date | 11 July 2023 |
| URN | 118592 | VC/VA/ Academy | Voluntary controlled |
| Diocese/District | Rochester | Pupils on roll | 99 |
| Headteacher | Mandy Bridges | | |
| Chair of Governors | Penny Cole | | |
| Inspector | Elizabeth Pettersen | No. | 557 |