

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Augustine of Canterbury Church of England Primary School	
Address	St Augustine's Road, Belvedere, DA17 5HP
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
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Aspiration, Character, Excellence, through the Fruit of the Spirit.</p> <p>'But if you are led by the Spirit, you are not subject to the law By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control'. Galatians 5</p>
Key findings
<ul style="list-style-type: none"> • The school's vision, biblically rooted, is woven throughout the whole of school life, ensuring the flourishing of all. However, meaningful focus on the impact of the vision is not a key part of the school's regular self-evaluation. • Developments made in the school's curriculum help to ensure the pupils' learning and spiritual needs are being met and barriers to learning overcome. This recent work has yet to be fully embedded. • Effective systems and opportunities, wholly driven by the Christian vision, provide high quality wellbeing and mental health support and intervention for pupils, staff and the wider community. This was evident during the recent pandemic and on the subsequent return to school. • Collective worship plays a key part in pupils' understanding of the school's Christian vision and the relevance of it in their lives. • Religious education (RE) has a powerful impact on the lives of the pupils with a wide appreciation of Christianity, world faiths and worldviews. Pupils make very strong progress in their knowledge and understanding.
Areas for development
<ul style="list-style-type: none"> • Ensure that monitoring by the school reflects upon the Christian vision so the school can develop as a Church school. This is so that the school will continue to be challenged about the impact of the vision in enabling all to flourish. • Embed opportunities within the curriculum to allow pupils to explore ethical issues, so that they make deeper links across their knowledge and understanding. • Broaden opportunities for the whole school community to be further inspired by the Christian vision in order for all to be able to act as courageous advocates for social justice in a global community.



Inspection findings

The school's well considered and biblically rooted Christian vision lies at the centre of the daily life of the school. St Augustine of Canterbury is a deeply caring and welcoming community that carefully considers the needs of all pupils and adults. The headteacher is passionate about ensuring that all aspects of policy and practice are driven by the vision. School leaders, well-supported by the trust, accurately understand the school's context, recognise the pupils' starting points and work hard to ensure pupil potential is not limited by the deprivation in the area.

Staff are determined in their provision of opportunities to develop pupils' personal aspiration, character and academic excellence. This has life-changing impact, helping pupils overcome challenges and flourish in all aspects of their lives. The naming of the classes after fruits of the spirit ensures pupils talk confidently about how these values shape their actions and behaviour. The trust and diocese provide high quality professional development resulting in school staff feeling inspired to improve their skills and knowledge for teaching in a Church school. Although governors monitor the work of the school, they do not sufficiently include reference to the vision in their self-evaluation. In this way, opportunities to support and challenge improvements within the school's Christian distinctiveness and vision are missed.

St Augustine of Canterbury has a strong family ethos, demonstrating care and nurture of all within the school community. The school was effective at meeting the needs of all learners during the pandemic through practical support showing the vision in action. Since then, five staff mental first aiders have provided one-to-one and group counselling and wellbeing support to pupils in need. Relationships between the school and its families strengthened during this time with parents valuing the on-going support and care offered by the school. Staff members feel valued and nurtured, speaking positively of how they are listened to and well-supported by senior leaders.

The vision has driven recent and successful curriculum improvement, with leaders making thoughtful decisions around the choices of units of work. Leaders at all levels have ensured that the Christian vision is clearly visible in their curriculum areas and can demonstrate that it is entwined through their subject. Staff have a clear understanding of the school's approach to spiritual development of loving oneself, loving others and loving God's creation. This results in carefully planned opportunities for the pupils to engage with spiritual questions. Numerous education visits and visitors for all year groups inspires enthusiasm and engagement from all pupils. Questions around ethical issues provide pupils with opportunities to debate and appreciate other people's points of view. This is not yet embedded across the curriculum. Targeted extra-curricular provision supports vulnerable pupils including those with learning difficulties and those who experience barriers to learning.

The vision's direct focus on aspiration and excellence through the development of character is understood by all. Pupils behave well, have a positive attitude towards their learning and are fully supportive and respectful of each other. They have inspiring hopes for the future borne out of the school's drive for all to become the best they can be. Pupils talk about how the fruits of the spirit enable them to develop their character as they move through each class. A planned annual calendar of events provides pupils with opportunities to engage in social action projects locally and nationally, with charities such as Christian Aid. The opportunity for pupils to develop their understanding for becoming global citizens for social justice is less well developed.

The inclusion team including the family liaison officer and special education needs and disabilities coordinator focus tirelessly on the individual needs of all pupils in the school so



that all can flourish. Their work across all aspects of school life including attendance, behaviour, safeguarding, mental health and academic attainment, ensures support for the whole child. Considered and individualised support for families has a positive impact on pupil outcomes. The recent introduction of pupil wellbeing ambassadors further develops the school's support for pupil mental health. There is a tangible culture in the school of forgiveness and aspiring to be better. Pupils talk of being resilient when things go wrong and of trying again to do their best. The promotion of the fruits of the spirit drives the different behaviour and therapeutic types of support offered to pupils. The celebration of individuality and difference within the school inspires respect and care for each other. This extends to the choice of resources, which was broadened following work by the school parliament. Pupils ensured reading books in classrooms better reflect individuals from a variety of backgrounds and from a range of lifestyles and choices.

Staff and pupils value the safe and inclusive nature of collective worship at the school. Pupils and staff rightly speak of how the themes in collective worship make them think and reflect on their own beliefs and behaviour, providing spiritual development for all. Collective worship is thoughtfully planned using the diocese resource and enhanced with ideas directly driven by the school vision and fruits of the spirit. The collective worship leader works with the pupil worship team to evaluate the impact of worship on the school community sharing their findings with senior leaders. This then influences future collective worship planning. Once a week, pupil worship leaders plan the music and lead the whole school in reflecting on the focus of the week. Pupils recognise and value the opportunities for prayer across the school day through class prayer spaces and boxes, and the whole school prayer tree, talking of how it gives them quiet times to reflect.

The inspiring RE leader, resources and promotes the development of high-quality RE. This is deeply appreciated by staff, having a positive impact on the teaching and learning. RE is monitored regularly using lesson observations, reviews of pupil work and interviews with pupils. The highly effective RE curriculum includes a strong use of 'Understanding Christianity' with the school's vision interwoven into teacher planning. Inspiring RE lessons provide pupils with good opportunities for discussion and development of their critical thinking skills. Marking and assessment follow school practices and support future planning well. Pupils understand and articulate the importance of learning about the lives of believers and are proud of the work they complete in RE. By the end of key stage two, pupils have an in-depth understanding of Christianity, other religions and worldviews showing a strong appreciation of the need to study these to promote global understanding.



	The effectiveness of RE is		Excellent	
	<p>Through very effective leadership and support, teachers are developing confidence in teaching RE. Pupils enjoy the imaginative subject teaching, eagerly sharing their work, explaining ways in which RE makes them think. High standards of written work can be seen in individual pupil and whole class RE books. Pupils make very strong progress. A wide variety of teaching approaches including use of visual symbols and animations enables all pupils, including those with learning difficulties, to flourish in their RE learning.</p>			
Information				
School	St Augustine of Canterbury Church of England Primary School	Inspection date	20 October 2022	
URN	139213	VC/VA/Academy	Academy	
Diocese/District	Rochester	Pupils on roll	190	
MAT/Federation	Trinitas Academy Trust			
Principal	Mark Alexander-Smale			
Chair of Trust Board	Val Carrier			
Inspector	Sarah Alexander	No.	2108	