Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| **Christ Church (Erith) Church of England Primary School** | | | | |
| Address | Lesney Park Road, Erith, Kent, DA8 3DG | | | |
| Date of inspection | 28 November 2019 | Status of school | Academy inspected as VA  Trinitas Academy Trust | |
| Diocese | Rochester | | URN | 139212 |

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| **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** | **Excellent** |
| **Additional Judgements** | **The impact of collective worship** | **Grade** | **Excellent** |
| **The effectiveness of religious education (RE)** | **Grade** | **Excellent** |

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| **School context**  Christ Church is a primary school with 543 pupils on roll. The majority of pupils are of Black African heritage. Many 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 (SEND) is in line with national averages. The school is growing in number and is in the process of moving to three forms of entry. |
| **The school’s Christian vision**  We aim to develop as an outstanding Church School that welcomes and nurtures each individual’s gifts, as a unique child of God, in a safe, enjoyable and creative Christian environment. We strive to inspire our children to develop curious minds and honour our Christian Values; ensuring they thrive and flourish throughout their lives. |
| **Key findings**   * An inclusive and distinctive Christian vision underpins provision across all aspects of school life and is deeply embedded in the lives of the school community. * Strong leadership at all levels ensures that the pupils are welcomed and nurtured throughout their school journey at Christ Church. * Pupil behaviour and engagement in lessons is excellent for the majority of pupils because they are reflective and want to live out the school’s values. * Collective worship is an effective outworking of the school’s Christian vision and values, that serves to express and deepen the spirituality of the school. Although pupils fully participate and lead in the daily act of worship, pupils’ leadership of other worship and reflection opportunities is limited. * Excellent teaching in religious education (RE) enables pupils to be critical and reflective learners with sound subject knowledge. However, current assessment systems do not always identify all pupils who demonstrate working at greater depth. |
| **Areas for development**   * Enable more pupils to take leadership roles in ways which facilitate worship and reflection opportunities across the life of the school. * Embed assessment systems in RE, so that judgements correctly identify pupils who are working at greater depth. |

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| 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 well-established Christian vision and associated biblical values are underpinned by a theologically sound narrative. This Christian vision provides sure foundations for all aspects of school policy and provision. Leaders at all levels ensure that this vision in lived out in the daily routine of school life and is at the forefront of strategic decision making. Robust systems are in place, so that pupils are welcomed and nurtured, from the moment the school gates open in the morning. Parents say that staff are friendly, firm and care for their children. They speak of the school providing the ‘right foundations’ and ‘building the character of the children’. Leaders and staff work hard and effectively to ensure that pupils ‘thrive and flourish’. This vision is being realised, as one parent said, ‘Christ Church has moulded my child into who they are meant to be.’ Pupils’ progress, from their starting points, is excellent in the Early Years Foundation Stage and in Key Stage 1. Attainment in reading, writing and maths in Key Stage 2 has been above national averages for the last three years. Parents speak of the support they receive from the school, and the school achieved the ‘leading parent partnership award’ in recognition of the work they do. Through effective monitoring and evaluation, governors and the Trinitas Academy Trust hold the school accountable for its inclusive vision as a Church school. Governors observe the school in action on ‘governor days’, which enables them to gain insights and gives them an accurate understanding of the school.  Leaders adapt a rich and innovative curriculum to meet the needs of pupils. The vision informs all aspects of curriculum provision and develops the whole child. High quality teaching and pastoral support mean that disadvantaged pupils now make progress in line with their peers. Pupils with SEND are given specialist intervention and support to allow them to access the curriculum more fully. Otis, the school dog who accompanies and encourages pupils as they read, is an example of the school creatively responding to meet the needs of its pupils. Provision such as the yearly ‘wow week’ (wonderful outstanding work week) enables pupils to cultivate their curiosity and individual talents, as they dedicate a week to pursue topics that inspire them.  The school’s innovative approaches to character development and wellbeing are deeply rooted in the Christian vision. In personal, social, and health education, skills such as taking responsibility for keeping others safe help to build the character of Christ Church pupils. Although, pupils are not formally recognised for achieving these sets of skills, those pupils who ‘act smart, look smart and think smart’ are rewarded as being part of the coveted ‘smart club’. Pupils know the importance of living out the school’s vision and values and actively relate their behaviour and learning to these. One Year 6 pupil said the value of faith ‘is about never giving up on your dreams, and having the courage to do what you need to, for your future’. The school has a ‘jigsaw’ of Christian values that informs the character building of pupils. At the forefront of these are the four associated values of joy, forgiveness, respect and honesty. Pupils see these Christian values as key in their growth and identity as Christ Church pupils. Clear systems are in place to reward pupils and challenge behaviour that is not in line with the school’s high expectations. As a result, the majority of pupils respect each other and behave excellently throughout the school.  Christ Church is a community school that fosters strong local and international links. This allows pupils the opportunity to act upon their senses of justice and charity. As one parent expressed, it prepares pupils to ‘go out into the community and give back.’ Pupils demonstrate concern for others beyond the school, through projects such as ‘toilet twinning’, prayer support for Kisasa primary school in Tanzania and ‘giving for Lent’ to their local food bank. The school also responds to the specific needs of its pupils and families and it is a registered centre to distribute food vouchers. The school provides enriching experiences for children to meet and build relationships with the elderly in the community through mutually beneficial visits between the ‘Elderberries’ (senior citizens) and ‘Thimbleberries’ (young pupils) and the ‘living in common’ project. Similarly, relationships between the school and the local church are very strong, and build a sense of community that is inclusive yet outward looking.  Worship is exceptionally well-planned and provides a wide variety of opportunities that are instrumental in pupils’ spiritual development. Pupils place great value upon collective worship, and see it as a key part of their identity as a Church school. Worship is engaging and involves the whole school community as they sing, pray and say Anglican responses together. A thoroughly engaging and creative act of worship was observed, involving many pupils and staff in various capacities. It allowed pupils opportunities to share and reflect on what makes ‘compassion’ and how they put this value into action in their lives. Pupils appreciate the opportunities they have for prayer and reflection particularly the class visits to the local church, where they join the parish community for prayer. Worship helpers create a quiet, respectful environment for worship, and the leading lights group takes a lead role in creating and monitoring worship. Pupils are very well trained in leading and evaluating worship, and all members of leading lights have successfully completed the school’s level 1 programme. As a result of pupil evaluation, a little lights group has been established to deepen the involvement of the younger children in worship. However, the leading lights’ involvement in reflection spaces and the prayer garden is limited and these areas are not utilised by many pupils.  Pupils enjoy RE and are deeply engaged in the subject. In all ten lessons seen during the inspection, pupils were actively engaged in their learning. Pupils have a high level of religious literacy and are able to engage with age-appropriate analysis of texts and concepts. The school is effectively utilising the Understanding Christianity resources to deepen pupils’ skills and knowledge, and using similar methods in studying major world faiths. Many pupils can articulate theologically informed answers, both verbally and in their writing. Statutory requirements for RE are very effectively met. | |
| **A picture containing clipart  Description generated with very high confidenceThe effectiveness of RE is Excellent**  The school has robust monitoring of RE and judges that the majority of teaching is excellent. These standards were verified during the inspection. Standards in RE are high, and pupil progress, for all groups, is in line with other subjects. However, there are not enough assessment opportunities for pupils to demonstrate they are working at ‘greater depth’ throughout the year. | |
| Headteacher | Gillian Ball |
| Inspector’s name and number | Patrick Boughton-Reynolds 897 |