

# Statutory Inspection of Anglican and Methodist Schools (“SIAMS”)

## Report of 2015 inspection:

### **Crockham Hill Church of England Voluntary Controlled Primary School**

Crockham Hill, Edenbridge, Kent TN8 6RP

**Previous SIAMS grade:** Good

**Current inspection grade:** Outstanding

**Diocese:** Rochester

**Local authority:** Kent

**Dates of inspection:** 17 July 2015

**Date of last inspection:** 15 July 2010

**School’s unique reference number:** 118615

**Headteacher:** Valerie Viret

**Inspector’s name and number:** Anne Southgate 820

### **School context**

Crockham Hill is a smaller than average sized primary school. Most pupils are from white British backgrounds and from relatively advantaged families. The proportion of pupils eligible for pupil premium is well below average, but has increased since the last inspection. The number of pupils with special needs and disabilities is average. Since the last inspection, the original Victorian building has been extended, and the entrance has been refurbished. The current headteacher is leaving the school for another post at the end of this term.

### **The distinctiveness and effectiveness of Crockham Hill as a Church of England school are outstanding**

- Very thorough and robust self-evaluation has resulted in strong achievement.
- The Christian character of the school enables pupils to become confident learners, with a strong sense of self-worth and of the worth of others.
- The headteacher firmly believes that pupils should be helped to fulfil their potential and to become the person that God has created them to be.
- The school environment is a constant reminder of the Christian character of the school and encourages everyone to reflect.

### **Areas to improve**

- Ensure that all stakeholders are fully aware of the distinctive Christian foundation for the school’s values.
- Embed regular pupil leadership of worship.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

The Christian character of the school is clear in the many high quality and interactive displays, which enrich the environment. These displays challenge children and adults alike to ask questions and to think about their attitudes, beliefs and behaviour. The issue from the previous inspection to use the school environment to promote spiritual development has been fully addressed. The mission statement, “learn, serve, shine”, is known very well by all stakeholders. It is linked to biblical verses and stories, and it influences all that the

school does. Pupils are ambitious learners. They are keen to “shine”, and to reach their full potential. As a result, achievement is very strong. Pupils like seeing the mission statement displayed around the school. They say that these “spiritual stops” allow them to pray, make them reflect, encourage them to work hard and that they “make people kinder”. Behaviour around the school is exemplary, and pupils develop a strong moral consciousness. Pupils enjoy taking part in a wide range of engaging activities, and their spiritual, moral, social and cultural (SMSC) development is rapid. Pupils have an awareness that they are building their lives on Christian values, and they say that they are trying to follow in Jesus’ footsteps. The governors have identified a set of Christian values (trust, peace, justice, forgiveness, perseverance, hope) which support their mission statement. These form the themes for collective worship each term, and they are helping pupils to have a deeper understanding of Christian beliefs. However, not all stakeholders are fully aware of the Christian basis for these values. Pupils are genuinely interested in the beliefs of others. They enjoy learning about these in Religious Education (RE), and visiting places of worship of other faiths. Pupils are deeply respectful of the differences between people. This is evident in the way that they treat each other within the school community. Everyone’s views are valued. This results in confident learners, who achieve very well, and for whom it is natural to care for others.

### **The impact of collective worship on the school community is outstanding.**

Worship brings the school community together each day, and allows both pupils and adults to pray and to reflect meaningfully. School values often form the themes for worship, and these are set in the context of biblical stories. This helps pupils to relate the school values to their own lives. Pupils are very willing to offer personal answers to the questions posed in worship. Everyone is sensitive in listening to the views offered. This leads to worship being highly inclusive. All pupils are a valued part of collective worship, including those with special needs and disabilities. Pupils continue to reflect on collective worship throughout the day. They relate the themes to their learning, and to the way that they treat others. The environment for worship in the school reminds pupils that worship is a special time. It develops their understanding of Anglican practices, such as the use of liturgical colours. Pupils have a very well developed and impressive understanding of Christian beliefs, including that God is Father, Son and Holy Spirit. This is aided by the frequent use of Holy Trinity church. Regular school services and key Christian festivals are celebrated in the church. As well as the active involvement of the incumbent, leaders from other Christian traditions lead school worship. This enables pupils to appreciate diversity within Christianity. Monitoring and evaluation is very well established and highly effective. For example, pupils suggested that all children should be able to participate actively in worship. As a result, they now discuss questions posed with their “talk partner”, and they are often asked to show their response physically. Governors also monitor worship and produce written reports, which help the school to develop further. Older pupils open and close worship. They sometimes choose and write prayers and responses, but this does not happen regularly. All pupils can lead worship in the class services held in church, but they would like more opportunities to lead worship in school. Worship provides a secure context in which pupils can develop spiritually and offer prayers.

### **The effectiveness of the leadership and management of the school as a church school is outstanding.**

The headteacher has very successfully addressed the issues from the previous SIAS inspection. The mission statement is now distinctively Christian and it has embedded Christian values into all that the school does. The environment makes it abundantly clear

that this is a church school, where everyone thinks deeply, and where prayer is a natural part of the day. School policies are underpinned explicitly by Christian values. Self-evaluation as a church school is strategic and very effective. It involves all stakeholders, and clearly leads to improvement.

This has resulted in high academic achievement, but it also helps pupils to develop into caring, thoughtful and very well behaved individuals. The headteacher is clear that each child is a special creation of God, and that the school supports them to understand what a relationship with God can offer, should they choose to accept it. All pupils are enabled to fulfil their God-given potential. The incumbent is passionate about helping to strengthen the Christian character of the school. Under her leadership, the church community is actively involved in the life of the school. There are strong links with the local community, for example, the village act of remembrance was the school's remembrance service. Arrangements for collective worship and RE meet statutory requirements. The RE leader has brought about considerable improvements in RE, by ensuring that all teachers are trained and supported to teach the subject well. The governing body is taking its responsibility to appoint a new headteacher, who can lead a church school, extremely seriously. The deputy headteacher, who will lead the school until a new headteacher is appointed, has been very well prepared, and understands the distinctive nature of a church school.

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