



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Eanswythe Church of England Voluntary Aided Primary School Church Street, Folkestone, Kent. CT20 1SE

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**

**Excellent**

**The impact of collective worship**

**Excellent**

**The effectiveness of religious education (RE)**

**Excellent**

#### School's vision

"A new command I give you: Love one another as I have loved you." John 13: 34

We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and the global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences.

#### Key findings

- The school has an immediately apparent atmosphere of holistic educational and pastoral care. This is driven by a clear Christian vision developed and shared with all stakeholders, enabling pupils and adults to flourish.
- Inspirational collective worship enables pupils to speak confidently about their values arising from the vision.
- Innovative and aspirational senior leadership and highly effective governance is evident through personal example and living the vision in and beyond the school. This has highly significant impact on the community.
- RE has an excellent impact on the lives of the pupils with wide appreciation of world faiths. Pupils show very high levels of progression in knowledge and understanding.
- A wide range of innovative opportunities driven by the vision raise aspiration. This alleviates the boundaries and limitations caused by high levels of deprivation in the area.

#### Areas for development

- Enhance the deeper understanding of Christianity as a multicultural world faith through developing existing links with Kenya and the Philippines.
- Comprehensively map opportunities for spiritual development in all subject areas to ensure that none are missed and are maximised in teaching and learning.
- Redevelop teaching and practice around understanding the Eucharist to support Confirmation candidates and those considering taking that step.

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 Christian vision is deeply embedded and lived out in an exemplary manner by the senior leadership team, staff and pupils. The pupils readily understand the source of their vision and values arising from it. They instantly connect them with relevant biblical material focusing on the story of Zacchaeus. An excellent sense of shared purpose unites the school, directors, parents and church. The deeply held vision is supported by clergy and ministers from a wide variety of Christian traditions. The school hall has high quality resources that enhances the clarity of the vision in the minds of the pupils

The co-headteachers have a wide range of highly innovative approaches to ensure pupil potential is not limited by the significant deprivation in the area. This is driven by the vision and ensures that pupils are provided with a wide range of cultural, musical and sporting opportunities. These help remove boundaries imposed by poverty and deprivation. Leaders encourage adults to flourish through a wide range of approaches to professional development. An example is a highly innovative use of one day in the week to allow staff time for preparation and reflection. That day is also an enrichment moment for the pupils as specialists cover teaching and provide an enhanced academic experience. Emphasis is placed on mental health for all supported by the vision and is seen in enabling all to flourish. This is particularly delivered through a highly committed special educational needs coordinator and a full-time child liaison and family liaison officer. Evidence of innovation in leadership is seen through the school dog who makes a significant contribution to mental health. Evidence of excellent practice in implementing the vision is seen in beliefs, hopes and aspirations discussed and shared by pupils and adults alike.

The Christian vision is explicitly realized in the powerful educational impact on all pupils. The inspirational curriculum ensures the excellent progress pupils make in all key curriculum areas. This includes a significant impact on those with special educational needs and disabilities (SEND). Parents strongly appreciate the open door policy of the staff and feel every pupil is highly valued. Many letters and testimonials from parents offer strong evidence of this. The impact of this care is excellent and clearly evident in the way pupils express their appreciation of school life. There is a very high quality and wide-ranging curriculum with a spontaneous approach to spirituality. However, this is not specifically mapped to indicate opportunities in each subject. Pupils reflect well on their learning, and this is evident in writing and spontaneous prayers offered in collective worship. Innovative learning weeks with a focus on different faiths and their spirituality leads to a deeply embedded spiritual maturity in pupils. Many opportunities are provided for pupil leadership such as worship leaders and school council. A highly appreciated buddy system persists long after pupils have left the school. These opportunities allow pupils to apply their learning and understand the practical application of the vision. All this results in an intuitive understanding that the Christian vision applies to all areas of life both academic and personal.

The Christian vision holistically infuses the life of the school and is apparent immediately on stepping into the building. It is evident in every possible way from the quality of relationships to the decision making of the directors. The Christian imperative of valuing everyone underpins the way pupils and adults behave towards each other. They show in exemplary conduct that as Jesus worked with his followers to care for everyone, so they strive to do the same. Perseverance with Christian ideals of love and compassion in challenging times is readily lived out and linked with Jesus' example.

Pupils respond especially enthusiastically to highly inspirational, invitational and inclusive worship. They deeply appreciate the impact of this on their lives. Collective worship shows all the hallmarks of excellent planning. Pupil worship leaders are enthusiastic about their role. They come to school early, have breakfast together, plan and confidently lead the worship in conjunction with staff. Confirmation preparation takes place within school and pupils look forward to their Confirmation and eagerly await the bishop's visit. Practice around the Eucharist has necessarily diminished during the pandemic. Leaders are impassioned to reinstate this, to enable all to appreciate the fullness of the Christian life.

The church is nearby and is used extensively by the school for a wide range of events and services. The impact of this familiarity with the building adds to a deep sense of spirituality. The pupils and church family participate

together in decorating the church for festivals such as Harvest and Christmas. There is a strong relationship between church and school, with mutually beneficial impact on the wider community. Pupils are compassionate courageous advocates which is evident in support of the food bank and appreciation of the fight for climate justice. Worship is inspirational and uplifting and demonstrates the vision that all are valued by God. Christian teaching about God as Father, Son and Holy Spirit is readily understood and pupils explain this with various examples. Prayer is clearly the heartbeat of the school, and the prayer tree bears testimony to this. Worship centres around an altar using the seasonal colours of the church year. Pupils have comprehensive practical knowledge of this and an understanding of Anglican practice. Thorough systems of monitoring and evaluation ensure excellent worship is maintained and deeply impacts on the spiritual growth of all. The views of all participants inform future planning.

RE is exceptionally well planned, and clearly and confidently taught by all staff. The RE leader is the only specialist and she resources and promotes the development of staff through innovative subject training. Staff deeply appreciate meetings to do this as well as a mutually supportive sharing of RE ideas across the federation. As a voluntary aided school, directors and staff have put together an excellent RE syllabus. This combines local elements with a strong use of the 'Understanding Christianity' resource. Strong links with the diocesan adviser support this. Directors regularly monitor the impact of the syllabus and file comprehensive written reports. Pupils have an impressive understanding of world religions and other views, and they show an excellent appreciation of the need to study world religions to promote global understanding. Plans are in place to deepen understanding of Christianity as a multicultural world faith through various links. Feedback to pupils and their response is provided through a colour coded system of comments. This is highly effective in helping pupils gauge their progress.



**The effectiveness of RE is**

Excellent

Excellent practice is strongly evident in RE. Effective and thorough tracking of individuals shows very high levels of pupil progress often exceeding age related expectations. Other quality features include the ability of pupils to give confident age appropriate accounts of Christianity and other religions. Their depth of knowledge enhances their spiritual understanding of the world. Excellence is also reflected in the way pupils enjoy the inspirational and confident subject teaching.

**Contextual information about the school**

Date of inspection	8 November 2021	URN	139315
Date of previous inspection	28 September 2015		
School status	Voluntary aided academy single academy trust	NOR	212
Name of MAT/Federation	N/A		
Diocese	Canterbury		
Headteacher	Sarah Laws and Jean O'Callaghan		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The school is a single academy trust in a mixed federation in an area of high deprivation.		
Inspector's name	Rev Jeremy Hellier	No.	899