



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Eanswythe's Church of England Primary School

Church Street, Folkestone, Kent
CT20 1SE

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Canterbury

Local authority: Kent

Date of inspection: 17 September 2015

Date of last inspection: September 2010

School's unique reference number: 139315

Headteacher: Jane Garrett

Inspector's name and number: Canon Linda Burton NS462

School context

St Eanswythe's Church of England Primary School is an average sized, one-form entry academy with 219 pupils on roll. The school is positioned in the centre of the town; the majority of its children are white British, with a substantial number of children from Eastern Europe. The proportion of pupils eligible for the pupil premium is broadly in line with the national average and the proportion of pupils with additional educational needs is above the national average. Attainment on entry to the school is below national expectations. The headteacher is a national leader of education.

The distinctiveness and effectiveness of St Eanswythe's as a Church of England school are outstanding

- Christian values at the heart of school life shape and sustain achievement at every level
- Potential barriers to success are minimised for all members of the school through strong pastoral support
- Collective worship is engaging and inspirational, offering opportunities for children to participate and reflect on the Christian messages they encounter
- Outstanding religious education (RE), underpinned by strong assessment and evaluation, provides high quality opportunities for the spiritual development of all children
- Directors play a significant part in the development of Christian distinctiveness through strategic and robust monitoring of progress

Areas to improve

- Embed more fully into the collective worship programme the creative work undertaken in the school's 'Lighting the Candle' programme of activities
- Ensure that explicit ongoing evaluation and development of the school's Christian distinctiveness becomes a specific focus in the termly reporting to the board of directors
- Ensure that religious education is a feature of the Christian distinctiveness report to directors

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

The school's Christian ethos underpins its policies and practices. It aims to give children a life-long love for learning through developing faith, skills and independence in a caring and nurturing environment. The school's six Christian values – generosity, compassion, honesty, forgiveness, respect and perseverance – are part of the fabric of the school and permeate all aspects of school life. Children can readily link these values with biblical stories and relate them to their own lives. The school strongly promotes the spiritual, moral, social and cultural development of children through a very broad, rich and varied curriculum. It embraces Christian approaches to spiritual development whilst respecting and exploring the integrity and spirituality of other faiths. The inspirational visit by Olympic swimmer Chris Cook and Doug Horley's presentation of the 'Go Wild' roadshow celebrating God's creation, both during the week of the inspection, serve as examples of this. Collective worship and opportunities for informal prayer and reflection in the course of the school day express and affirm the Christian ethos of the school. Pupil progress is very good. Year 6 SATS results are excellent in English, reading and writing. Results are good and steadily improving in mathematics. Attainment by disadvantaged pupils is broadly in line with the national average. Attendance is excellent compared with national figures. The Christian ethos of the school is shown in the worth given to each member of the school community and in the very strong pastoral support given to all members of the school community. Focused and imaginative use of pupil premium money is made in order to impact positively on the lives of children. Behaviour across the school is outstanding and relationships within the school are of a very high quality, making the school a very loving, accepting and nurturing environment. RE has a high profile in the school. Pupil survey data shows a highly positive perception and enjoyment of RE; parental survey data shows much satisfaction with curriculum content and progress. The RE curriculum is rich and varied, enabling pupils to acquire a thorough knowledge and understanding of Christianity as a multi-cultural world faith in addition to helping develop their understanding of other world faiths. This curriculum area is seen as making a major contribution to the Christian ethos of the school and to pupils' spiritual and moral development. The physical environment of the school is a rich resource and provides stimulus for reflection. The school has close links with the parish church. The children see St Mary and St Eanswythe's as their church. Key stage two children attend the Eucharist there fortnightly and the vicar leads worship in school on the alternate weeks. Major Christian festivals and significant stages in children's lives in school are celebrated in church. A significant development since the previous inspection has been the holding of monthly family services in church which are led by a parent and regularly attended by over a hundred pupils, parents and staff from the school.

The impact of collective worship on the school community is outstanding

There is a daily act of collective worship which is distinctively Christian and lies at the heart of school life. Visitors and worship leaders from various Christian traditions ensure that a variety of styles of worship occur and that pupils are given opportunities to appreciate the impact faith can have on lives. Pupils enjoy worship and are keen to participate. On the day of the inspection, everyone was fully engaged in discussing, listening, singing and reflecting and there was great enthusiasm for opportunities to contribute or say their own prayer. Pupils are familiar with Anglican liturgy and Christian teaching through regular planning, preparation, participation and leading of worship. Bible stories are used regularly and these are linked to the school's six Christian values. Collective worship contributes to the development of pupils' understanding of central aspects of Christian theology as appropriate for their age. Prayers written by pupils are offered in collective worship and there are opportunities for extemporaneous prayers by children. Collective worship is organised round weekly themes and liturgical colours mark the seasons of the Church's year. Significant festivals in the Christian year are celebrated by services in the parish church. Parents are invited to attend these services and the regular whole class worship. Worship is planned in accordance with the diocesan collective worship framework. The school council regularly discusses worship and has input into decisions made about it. An example of this is the greater involvement by key stage 2 children in the fortnightly Eucharists. Directors and children regularly evaluate worship and where appropriate give next steps for development.

Collective Worship is an important aspect of the school development plan and its continuous improvement is an annual focus at staff and Directors' meetings. Opportunities are provided for prayer and reflection outside collective worship. The school's prayer tree provides an opportunity for children's own prayers to be shared in collective worship. Biblical verses and symbols of the Trinity in the outdoor reflection area give children an opportunity to reflect on Christian messages. Developmental work has occurred since the last inspection on the diocesan 'Lighting the Candle' programme. All year five children participate in the school's scheme in the course of the year and explore types and styles of worship, Christian traditions and the role of music in worship. Further development is possible in this area to embed this creative work more fully into the school's collective worship programme.

The effectiveness of the religious education is outstanding

RE is a core subject in the school and progress and achievement (in both attainment targets) are comparable with other core subjects. The subject leader is an RE specialist. The school follows the diocesan scheme of work. Children have good levels of knowledge and understanding of Christianity as a world faith and are able to make links between it and Judaism and Islam. Children are confident in discussing beliefs and values and the impact they have on lives. Imaginative and varied teaching and learning strategies are embedded in this curriculum area. Children enjoy their lessons and respond positively and thoughtfully to challenging issues and questions. In a Year 2 lesson, children explored the context and meaning of the lost coin parable and were enthusiastic and responsible in a hot seating activity. In a Year 6 lesson on the 'High Holy Days' of Rosh Hashanah and Yom Kippur children examined the importance of forgiveness and conducted a science experiment to make a visual analogy of the relationship between sin and forgiveness. They made links between Judaism, Christianity and Islam and reflected on why and how forgiveness can be personally challenging. Substantial curriculum development has occurred since the last inspection through visits, visitors and whole school RE days. The two year cycle of 'Stations of the Cross' and C S Lewis' 'Narnia' linked to Easter enables children to engage with the Easter story in innovative and creative ways. A robust system of monitoring is in place, with regular lesson observations, book scrutiny and termly assessment of progress. Progress is reported to parents in interim and end of year reports. RE is an aspect of the school development plan. Its continuous improvement is an annual focus at staff and Directors meetings. Further development here would be for RE to be part of a termly Christian distinctiveness report at the board of directors' meeting.

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

The leadership team confidently articulates explicitly Christian values and makes sure that they affect the lives of children and all others in the school community. This moral purpose drives the school's desire for excellence, for continuous personal development and for wholehearted support of vulnerable individuals and groups. This is demonstrated in the school's attitude towards attendance issues. Arrangements for RE and collective worship meet statutory requirements. The directors play a very significant role in securing the vision's impact through strategic and robust monitoring and questioning of progress in all aspects of school life including its Christian character. Further development of explicit ongoing evaluation and development of the school's Christian distinctiveness is possible through making it a specific focus in the termly reporting to the board of directors. There is evidence of ongoing development of the school's Christian character since the last inspection in all three areas of focus. The Princess Project is one example of the mutually beneficial relationships which exist between the school and the local community. The school offers outreach support in a variety of curriculum areas to other local schools. An example of this is how work with a local school enabled it to have a 'Stations of the Cross' creative RE day which culminated in a joint service in church. The school has a strong partnership with local initial teacher training providers. The school has good links with the diocese and the diocesan bishop confirms in the church any Year 5 and 6 children who wish to be confirmed.