

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

### Rosherville Church of England Primary Academy

London Road, Northfleet, Kent DA11 9JQ

**Current SIAMS inspection grade**

**Outstanding**

**Diocese**

**Rochester**

Previous SIAS inspection grade

Good

Date of inspection

17 May 2017

Date of last inspection

17 April 2012

Type of school and unique reference number

Primary academy 141218

Headteacher

Denise Williams

Inspector's name and number

Niki Paterson 883

#### School context

Rosherville serves the urban area of Northfleet in North Kent. There are 140 pupils on roll. 49% pupils come from minority ethnic groups and speak English as an additional language. 44% declare as Christian, 10% Sikh, 15% Muslim and 4% Hindu. The proportion of pupils in receipt of pupil premium funding is higher than the national average and the number of the Special Educational Needs and Disabilities (SEND) register is in line with the national average. There have been changes in headship since the previous denominational inspection. The school converted to sponsored Academy status in November 2014 as part of the Rochester Diocesan Academy trust.

#### The distinctiveness and effectiveness of Rosherville as a Church of England school are outstanding

- Leaders have generated a distinctive and inclusive ethos which is making a significant impact on attendance, behaviour and academic achievement.
- Collective worship is highly valued and used well to raise aspirations and embed the school's Christian values.
- Behaviour is exemplary. Pupils use the Christian values well to regulate their own behaviour and support one another.
- The Christian character of the school has been instrumental in developing a happy and cohesive staff who feel nurtured and well supported by leaders.

#### Areas to improve

- Continue to embed the Christian values explicitly in all policy documentation and strategic planning so that this continues to be the driver for school improvement.
- Improve the role of governors so that monitoring is more keenly focussed on the impact of Christian distinctiveness.

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

The school has developed explicit Christian values of courage, fellowship, trust, thankfulness, wisdom and compassion which permeate the life of the school and the physical environment. A new prayer garden, reflection areas and outdoor communal displays are fully integrated into the celebration and expression of the values. This means that many opportunities are offered for the community to reflect upon their spiritual meaning on both a personal level and in lessons on a daily basis. Parents greatly appreciate how the school has developed an inclusive ethos, towards which they can contribute, feel valued and be supported. For example, families were invited to a Diwali celebration at the school led by parents from the Indian and Hindu communities. Leaders have worked hard to embed support systems for families which include the work of a family liaison officer. As a result, attendance has improved to be in line with national expectations. Pupils and school leaders can articulate how the school's values, embedded through the daily language of the school, have led to exemplary behaviour and improving attitudes to learning. One child explained, 'in the run up to SATS we're encouraged to use our value of wisdom and to trust in ourselves.' Pupils receive Christian value awards on a weekly basis for demonstrating the values in their learning, attitudes and behaviour. These affirmations are constantly on display in the hall and pupils value the opportunity to reflect upon their achievements and those of their peers. The values are supporting academic achievement which has improved rapidly over the last two years and is now in line with national expectations.

The reflective spaces in all classrooms are designed to be inclusive and to mirror the religious diversity of the school community as Christian prayers can be viewed alongside those of other faiths. Pupils as young as four can describe how the areas are used meaningfully throughout the day 'to help us be kind to one another'. Caring and mutually supportive relationships exist between new and established staff members which have been fostered by the collegiate style of school leaders. A challenging religious education (RE) curriculum is well designed to promote social, moral, spiritual, and cultural (SMSC) education. RE has an excellent profile within the school and is well taught, encouraging deep thinking and enquiry. The diversity within each classroom is used well to develop cohesion and understanding as pupils are asked to be 'the experts' in the classroom. As a result, pupils are developing good religious literacy and relationships are deeply respectful. Pupils have some awareness of Christianity as a worldwide faith and can describe how various Christian denominations celebrate their faith differently.

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

Collective worship is highly valued and well planned to raise aspiration and to embed the Christian values. Pupils enter respectfully, engage well and are joyful in their praise. Worship is highly inclusive of the diversity within the cohort and all pupils attend. Worship is well led by a wide range of leaders, including staff, clergy of the two local churches, Family Trust and pupils from Key Stage 2. This ensures that pupils experience a wide variety of worshipping traditions. The school also encourages visits from charities to develop pupils' understanding of the school value of compassion. Elected pupils are members of a worship committee and are being developed as regular planners, leaders and evaluators of worship. The content of worship is well rooted in the teaching of Jesus Christ and pupils can describe how Christ is important to them as a role model. Pupils have a good measure of understanding of the Trinity which is reinforced both through physical display and in regular liturgy. Pupils are very familiar with Anglican traditions. They can describe how they have enjoyed the celebration of various festivals, such as harvest and Pentecost, and the observance of the Christian calendar. Parents welcome the opportunity to engage in worship and are encouraged to contribute prayers and suggest improvements. Both formal and informal prayer is made meaningful, as both pupils and staff are invited to be still and reflect upon the current needs of their community. The impact of worship is further embedded as pupils are encouraged to 'take God's message back to the classroom'. For example, each class leaves with a candle as the community declares, 'As we blow out the candle today, we take Your love with us on our way'. Regular monitoring of worship is carried out by staff and children, and is very effective in improving practice. However, monitoring by governors is less evident or clear in its purpose and does not yet directly lead to school improvement.

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

School leaders have taken robust action to promote a vision which is clearly rooted in distinctive Christian values. The vision has been developed with the input of the whole community including the parish church and, as a result, it is well understood and articulated by all. Leaders embody the belief that every child of any faith and of none is loved, nurtured and encouraged to live out their inherent worth. This has supported a continuous upward trend in academic standards, closed the gaps for disadvantaged pupils and ensured that SMSC remains at the heart of the curriculum. A strong relationship with two parish churches is clearly evidenced by the integral role of the two priests who are regular visitors to the school. The life of the school is communicated to the church members

through the parish magazine and through a permanent display in church. Parents embrace the school's distinctive ethos and describe leaders 'as caring and inspirational'. Pupils have a well-developed understanding of the school value of compassion through the recognition of injustice and the enthusiasm with which they engage in regular charitable fundraising. The executive headteacher and deputy headteacher are supported by professional development at diocesan level, including for the leadership of RE and collective worship. As a consequence, both areas are highly effective. The development of the deputy head as a future leader is exceptional and her input has resulted in a school community which has a strong and inherent understanding of its Christian distinctiveness. Areas for development from the previous denominational inspection have mostly been addressed although the embedding of the school values in policies and planning documentation is only partly established. A continuous cycle of reflective and insightful self-evaluation incorporates a range of stakeholder views, including those of pupils and parents. This is highlighted and shared with all stakeholders through the keeping of a 'Spiritual Journey' journal by the deputy head. This evidences the improved impact of the distinctiveness of the school. Focussed and robust monitoring by school staff leaders, underpinned by a clear vision for every child to achieve their God given potential, has brought about rapid school improvement and consistent practice which is clearly linked to the school's vision. However, monitoring by governors is not fully recorded or focussed and, as a result, their impact is limited. Statutory requirements for the provision of RE and collective worship are met.

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