

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cudham Church of England Primary School

Address Jail Lane, Biggin Hill, Westerham, Kent, TN16 3AX

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 **Good**

The impact of collective worship **Good**

School's vision

At Cudham Church of England Primary School we want the very best for the children in our care so that they flourish in our Christian community and realise their potential. We strive to provide an enriching environment where each child will be happy, thrive and succeed.

Together, we Aim, Believe and Achieve.

Key findings

- School leaders have implemented a vision of, *Together, we Aim, Believe and Achieve* that guides direction, decisions and relationships. It is embraced by all in the school. However not everyone in the school community understands the biblical roots of the vision to the same degree.
- Supported by the vision, behaviour and attitudes of the children are good, and in many respects, behaviour is better than good. A range of personalised pastoral strategies and procedures are in place to support pupil attendance and vulnerable families.
- Encouraged through the Christian vision, pupils enjoy learning and are excited by their broad and engaging curriculum. The school provides opportunities for pupils to widen their horizons and to reflect on global issues. Planned opportunities for spirituality are not yet deeply embedded.
- Engaging collective worship positively influences everyone within the school community. The local church is closely involved in planning and leading worship. The school has implemented strategies to ensure pupils are actively participating in planning, leading and evaluating worship.
- There is good evidence of thinking and discussion in religious education (RE) lessons. RE is being developed through effective professional learning provided by the trust and diocese. Planning and assessment is not consistently and effectively embedded across the school. Pupils' knowledge and understanding of Christianity, major world religions and worldviews is not reflected in their written work.

Areas for development

- Improve the quality of planning and assessment in RE to ensure that there is broader and deeper learning for all pupils.
- Further develop and increase the range of rich opportunities for spiritual development across the school to enable all pupils to flourish.
- Provide more occasions for pupils and adults to experience more stillness, reflection and prayer in collective worship, so that all appreciate the breadth of Christian worship.

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

Leaders, inspired by their distinctive and biblically rooted Christian vision, ensure that the school functions as a harmonious and inclusive learning community so that everyone can flourish. The staff, passionately led by the head of school, understand and support how the vision of 'Together, we aim, believe and achieve' underpins all actions and attitudes in this small close-knit community. The vision is used by everyone at the school to ensure care and concern for others, allowing everyone to flourish. Recognising pupils' individuality, the inclusive nature of this church school means that all are inspired to achieve their full potential. Strong individual support from leaders and staff, including the family liaison officer, has a demonstrable impact on all pupils. The trust provides high quality professional development for all staff resulting in them feeling empowered to improve their skills and knowledge. Senior leaders engage in contemporary issues and research in church school education to the benefit of the school. Regular visits by trustees focus upon three chosen aspects of the school. One aspect to affirm, one aspect of school improvement to review and one aspect to be chosen by the member. As a result of the balance between support and challenge, governance is strong.

School leaders ensure that the vision is the basis for all relationships throughout the school community. Parents are supportive of the school, referring to the Cudham family. During the pandemic, realistic recognition of the difficulties faced by families, ensured school leaders shaped and enhanced the learning provision provided both in school and online, allowing all to flourish. Led by the vision, leaders demonstrate understanding of the importance of continued reflection on the quality of learning and support provided as the pandemic continues. Staff members feel valued and nurtured. They speak positively of how they are well supported by both the head of school and the trust in their professional and personal development. Strong relationships with the local church are demonstrated in joint initiatives. These include 'pastoral boxes' for members of the church community and 'space to breathe sessions' for staff.

Encouraged through the Christian vision, and with support from the trust, the head of school has made bold ambitious changes to the way the curriculum is taught across the school. Appropriate curriculum resources are carefully chosen to reflect difference and diversity. This ensures pupils' horizons are broadened. Teachers' knowledge of their children enables the pupils to progress and thrive, including those with learning difficulties. The way in which spiritual development occurs is not clearly understood by all staff and so there are fewer opportunities for pupils to explore and articulate spiritual and ethical issues. Pupils feel valued and nurtured because their talents are celebrated and their efforts in the classroom recognised through learning awards.

Supported by the Christian vision, relationships at all levels are characterised by compassion and respect. Pupils behave well and demonstrate care for one another. Reflection spaces in classrooms and 'listening ear' sessions at lunchtimes provide opportunities for them to respond to difficulties they experience. The school virtues of love, respect, courage, faith, compassion and trust underpin the belief that every day is a fresh start. Pupils learn and understand how to deal with daily challenges and build positive relationships. There is a focus on broadening the pupils' aspirations and tackling stereotypes. Visits by people from a range of careers and cultures is starting to have an impact on pupils' views and understanding. An interest in the natural world and environmental issues is reflected in their thoughtful and reflective responses to global issues. The pupil 'worship committee,' led by both school and church leaders, provides pupils with the opportunity to plan and deliver projects to support their local community. Strong relationships across the school result in parents and staff feeling confident to share their views. Leaders' openness to listen allows everyone to feel that their opinions and concerns are valued and carefully considered. Thoughtful and individual support for families from the family liaison officer has a positive impact on pupil wellbeing and attendance.

Pupils and staff value collective worship, held at the start of each day, actively engaging in an invitational and inclusive experience. There is time and space for sung worship, discussion and prayer encouraging participation by all. However, there are fewer opportunities for silence and reflection. The school virtues are woven into worship throughout the year. The partnership with the local church is good and worship is well supported by visits from local clergy. Both

pupils and staff speak particularly enthusiastically of ‘worldly Wednesdays’, dedicated to learning about, discussing and reflecting on God’s creation. Pupil worship leaders have been recently established. They are starting to become involved in planning and evaluation of worship, which is contributing to their spiritual development.

Reinvigorated by the distinctive Christian vision, the importance of, and focus on, RE, has improved. The subject is taught by class teachers. Senior leaders ensure that RE has adequate time and resources within the curriculum. The subject leader has benefited from effective professional development from the Diocese and trust to help improve the quality of provision across the school. Staff have received high quality training from the trust. However, there has been insufficient time for the training to become established in practice, and for pupils’ religious literacy skills to become fully embedded. Age-appropriate understandings of core theological concepts are not yet secure in all year groups. While positive changes have been implemented, assessment strategies are not appropriately used across all year groups. RE lessons provide pupils with good opportunities for discussion and the development of critical thinking skills. Pupils enjoy class discussion, sharing their thoughts on religious artwork and tackling challenging religious concepts. Individual pupil books and class floor books are beginning to show the quality and range of the pupils’ thinking in RE. Older pupils can explain their thoughts about the Trinity, using a range of different analogies. Pupils understand how learning about major world faiths provides them with an understanding of different beliefs and practices. As a result, pupils show a respect for the beliefs and the customs of others. The subject is well led, although monitoring of RE is at an early stage.

Contextual information about the school

Date of inspection	24 November 2021	URN	141896
Date of previous inspection	3 March 2015		
School status	Primary Academy Voluntary Controlled	NOR	81
Name of MAT/Federation	Aquinas Church of England Education Trust Limited		
Diocese	Rochester		
Head of school	Daniel Finch		
Pupil profile	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 is in line with national averages.		
Additional significant information	The majority of class teachers are new to the school in the last calendar year.		
Inspector’s name	Sarah Alexander	No.	988