

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

<b>Sturry Church of England Primary School, Canterbury</b>	
Address	Park View, Sturry, Canterbury, CT2 0NR
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
<p>Sharing the best of ourselves</p> <p>As the sponsor school of the Stour Academy Trust, we promote collaboration in order to continue the growth and development of God's children. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.</p> <p>Through the miracle of Jesus feeding the 5000, we trust that sharing all we have, will provide for all through the power of God's love.</p>
Key findings
<ul style="list-style-type: none"> <li>• Driven by a commitment to the wellbeing and education of all, this school is a community united in God's love that respects the intrinsic worth of each individual. The vision and biblical narrative are central to the life of the school, but the impact is not clearly identified.</li> <li>• Collaborative practice within the Stour Academy Trust helps direct the development of teaching and thus the growth of all as life-long learners.</li> <li>• Underpinned by a striving for justice and generosity, all are committed to and involved in sharing what they have. This is a key part of their spiritual development. The school is developing a shared understanding of spirituality and how it is lived out during the school day.</li> <li>• Collective worship is a special time of day that draws the school community together to experience God's love for each one. Pupils are eager to develop their leadership role within whole school worship.</li> <li>• Religious education (RE) is accorded a high status. The school has developed a creative RE curriculum, enhanced by using information technology, which inspires learning through reflecting critically and thinking deeply.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Apply the theologically rooted vision throughout the school evaluation and development plan, to enable explicit articulation of the impact of the work of this Church school.</li> <li>• Deepen the school's understanding of spirituality so that the spiritual development of adults and pupils can be clearly identified and reflected across the curriculum.</li> <li>• Widen opportunities for pupils to be involved in the planning and leadership of worship, so that it continues to engage and inspire pupils of all ages.</li> </ul>

## Inspection findings

Guided by the vision and biblical narrative, the school has created a community united in the power of God's love that respects the intrinsic worth of each individual. This enables living well together supporting the flourishing of all as God's children.

The vision is central to the daily life of the school. A vibrant learning community has been established with multiple layers of interest within the classroom and the whole school environment. This is in part due to the collaborative work within the trust that widens opportunities for all. For example, an annual camp is held on the school site for all pupils in Year 4 across the trust. Links across schools provide opportunities for staff to be nurtured within their teaching, whilst they also offer exemplary examples of adaptive teaching to others. However, the impact within the school's self-evaluation and development plan is not clearly expressed.

Collaboration to continue the growth and development of the school is exemplified in work in the classroom, amongst the staff and within the trust. This results in a forward-looking community driven by a commitment to achieve best possible outcomes. The work of the trust has inspired and encouraged school leaders to make bold decisions in school development. This is evidenced in innovative use of information technology. The devices, used by each pupil in Key Stage 2, form a key part of the education process and are integral to classroom teaching and feedback. This results in pupils who have a deep disposition to be curious and show a love of learning. They are eager to ask questions, reflect and persevere. It also impacts on pupils' ability to design and manage their own learning with imaginative and inspiring outcomes. The ease with which staff can monitor and respond to pupils using the technology ensures that tasks are aspirational and outcomes challenging. This supports pupils in becoming lifelong learners.

Driven by a commitment to the wellbeing and education of each one, no pupil is left behind. The school recognises that it is their role to meet the needs of the under-served pupil. Staff build strong relationships with pupils establishing an environment where high value is placed on the worth of everyone as a child of God. They constantly model kindness, respect and God's love. This in turn is reflected in how pupils treat others within the classroom and across the wider school environment. Daily checks on wellbeing enable staff to monitor pupils and respond to individual needs. A focus on providing nurture facilities in each classroom fosters the development of all God's children. In line with the vision, pupils happily work together on tasks encouraging them to persevere. A range of literature, that reflects diversity in our society, leads to a respectful atmosphere and supports the welcome and acceptance of every person. Within this environment staff are nurtured in their professional development and in their personal lives. This creates a strong sense of belonging and a willingness to support each other both emotionally and in their teaching. Staff demonstrate their trust in pupils by embedding them fully in their leadership structures. As a result, pupils embrace roles within the school with maturity, such as within the school council, as playground buddies or as sports leaders. This helps create a harmonious community where each one is valued.

The biblical narrative linked to the feeding of the 5000, unites the school around a priority to share all that they have. Pupils see themselves as agents for change making the world a better place for everyone. Courageous advocates from public life, identified by each class, encourage high levels of engagement with social injustice and global needs. Pupils have inspirationally embraced care for the environment and an understanding of being a voice for the voiceless. Independently, both individually and collectively, they have created videos and advertising material to raise the profiles of good causes within the community and beyond. This work enhances the spiritual development of pupils and adults. The school is on a distinct

journey to deepen spirituality across the school. However, there is not a shared understanding of this and how it is reflected within the curriculum.

Collective worship is a special time of the day, drawing the school community together. Worship in the hall and in classrooms is engaging, stimulating a depth of spiritual thought by pupils of all ages. Inspired by class worship focused on news items, worship plays a key part in developing pupils' strong sense of moral duty to serve their school and society. They are focused on making a difference to the world in which they live. Celebration worship is a highlight of the week when the school commends those who live out the vision and values. This helps affirm dignity and respect, as well as God's love for each one. A range of reflective spaces outside and inside the school building, as well as times of stillness in worship, inspire pupils to be reflective. This has a positive impact on behaviour and thoughtful consideration for others through the school. Pupils are proud of their role as 'worship warriors' and their responsibility in reviewing worship. They are keen to embrace a greater part in the planning and delivery of acts of worship involving a variety of activity, such as drama.

RE is very well led by a committed and inspirational leader, who coaches and mentors' staff. As a result, staff are confident and motivated within their teaching. The RE curriculum is planned clearly to meet the needs of all abilities. The use of software to facilitate a digital notebook enriches the teaching of RE. This provides pupils with a store of previous learning for reference and a range of ways in which to record information. RE is a safe place to discuss and share ideas, leading to high quality discussion and opportunities for deeper thinking. Rigorous assessment systems inform next steps and capture where religious literacy is developing. Support from the diocese has ensured that staff are trained and secure in teaching Christianity and other world faiths. At the same time, the school's collaborative approach is exemplified in the work of the RE lead across the trust and within the diocese.

United around its vision, this school exemplifies that by sharing the best of ourselves, all in the school community and beyond are given opportunities to flourish.

Information			
School	Sturry Church of England Primary School, Canterbury	Inspection date	21 March 2023
URN	138738	VC/VA/ Academy	Academy
Diocese/District	Canterbury	Pupils on roll	401
MAT/Federation	Stour		
Headteacher	Michelle Mannings		
Chair of Trust Board	Fiona Trigwell		
Inspector	Elizabeth Pettersen	No.	557