

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

John Mayne Church of England Primary School.	
Address	High Street, Biddenden, Ashford, TN27 8AL
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>Aspiring to live life in all its fullness (John 10:10).</p> <p>We are an outward-looking school at the heart of the village community. Guided by the example of Jesus, every child is individually known and nurtured. Our aspirational curriculum offers a breadth of opportunities to widen experiences, create a love of learning and develop the courage to live life to the full, enabling all to step forward with confidence.</p> <p>Compassion. Hope. Courage. Respect.</p>
Key findings
<ul style="list-style-type: none"> <li>The inclusive Christian vision is lived out by staff and pupils, and underpins decisions and actions taken by leaders. Monitoring of the vision's impact takes place, but not all members of the school community can articulate this.</li> <li>Collective worship is invitational and inspirational. It includes opportunities for pupils to experience spiritual moments. However, although spiritual experiences take place in other curriculum areas, they are not routinely included.</li> <li>Partnerships and positive relationships are key strengths of the school. Mutually beneficial connections with the church enhance the outworking of the Christian vision.</li> <li>Effective planning in RE helps pupils to understand Christianity as a global religion. They enjoy their lessons, but their understanding of world religions and other worldviews is not embedded.</li> <li>Pupils learn about and respect difference and diversity, but this is not consistently included across the curriculum.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>Develop systems to monitor the effectiveness of the Christian vision so that its impact can be recognised and celebrated.</li> <li>Ensure that experiences are consistently planned for across curriculum areas to enhance pupil's spiritual development.</li> <li>Explore a greater range of opportunities to deepen pupil's understanding of diversity and raise their awareness of similarities and differences between cultures and individuals.</li> </ul>

## Inspection findings

John Mayne is a welcoming and inclusive school where leaders have created a nurturing community. Pupils are known and treasured as individuals. Staff live out the vision and the values of compassion, hope, courage and respect, in all aspects of school life. Pupils relate to these values through Bible stories and in worship. They inspire them to support others through charity days and their work as elected school representatives, known as Good Shepherds. Proud of their work as positive agents of change in the local area, they grow in confidence. They gain satisfaction in seeing the difference their efforts make. The focus of the vision on compassion supports pupils to offer a caring approach. Respectful of each other, they welcome new arrivals to the school. Parents value the school and see it as the heart of the community. The school has recently joined the Tenterden School Trust (TST). The Trust's vision complements the school's because it is centred around strong community links and encourages all pupils to thrive. Governors are active in the school. However, systems for monitoring the impact of the Christian vision on the life of the school are not established.

Pupils, parents and staff speak of a deep sense of belonging. They value being supported professionally and pastorally. They are watchful of each other, especially during times of need and difficulty. Dignity and respect are commonplace throughout the school and this in turn is reflected in pupils' positive attitudes and behaviour. Policies are written to reflect the vision. The behaviour policy, for example, encourages pupils to reflect on their conduct in light of the values. Pupils understand this and articulate reconciliation and forgiveness ably. The leadership team ensures the wellbeing of the school community. All pupils, including vulnerable pupils, feel supported. If they have any issues they are confident they will be helped. A positive ethos encourages pupils to flourish academically and socially through rewards, praise and individual support.

Spiritual development take place within curriculum areas and beyond. However, it is not routinely included in subject planning, so opportunities can be missed. Pupils experience spirituality through moments of quietness or prayer. Special reflection areas around the school are well used. Pupils freely access them to offer prayers, lend support and express how they are feeling. Pupils describe how Jesus' teachings shape their actions in showing compassion and hope for others. However, they do not recognise how this contributes to their wider understanding of the world. For example, pupils could talk about how to apply their values at home, but not beyond their locality or when thinking about global issues. Local volunteers support the outworking of the vision and church school growth by taking part in worship and curriculum discussions.

Collective worship has a central place in the daily life of the school. It is invitational and inspirational. Pupils enjoy collective worship as it provides them with opportunities to be, "quiet and think about things." Worship is made special through elements such as lighting a candle, joyful singing and welcoming responses. Pupils reflect on their own and with each other in times of quietness. They consider how what they have heard inspires them to do things differently. Prayers written for, and as a result of, worship are shared through displays around the school. This means the impact of collective worship is continued. Although pupils have some part to play in collective worship, their involvement in planning, monitoring and evaluating is at an early stage. Pupils experience worship in the Anglican tradition but are less confident in talking about Christianity as a global faith. Clergy regularly visit the school, enabling pupils to experience different styles of worship. The local community comes together to enjoy celebrating Christian festivals with staff and pupils.

Pupils enjoy RE and develop key skills and knowledge. The breadth of work covered reflects a range of religions and includes Bible stories. However, their understanding of Christianity as a world faith and other world views is at an early stage. They are beginning to recognise similarities and differences between religions but lack confidence and the vocabulary to articulate central ideas. The

RE leader accesses training from the Diocese of Canterbury, local authority and local collaborations which they disseminate to staff. This regular training has helped develop planning and assessment practice. The subject leader's depth of knowledge and understanding enables ambitious continuous improvement in RE provision. This has a positive impact on pupils' learning. RE work is celebrated through displays around the school emphasising its significance in the curriculum. Pupils are proud to show their work and achievements. Their awareness and understanding of cultural difference and diversity globally is developing. It is not consistently recognised or planned for, however.

The curriculum supports the learning needs of all pupils. Rich and exciting extra-curricular opportunities challenge pupils to reach their potential. These include academic and sports clubs which promote character development, teamwork and enhance well-being. Individual's learning is recognised, and opportunities made accessible to them. Positive reinforcement of the school's core values helps pupils' resilience, for example. Pupils recall times when this strategy helped them, such as when they showed courage in overcoming learning challenges. Demonstrating the Christian values is celebrated through certificates which the pupils are proud to achieve. The focus on the vision during collective worship where celebration awards are given out, further encourages pupils to develop a lifelong love of learning.

Information			
School	John Mayne Church of England Primary	Inspection date	15/6/23
URN	149623	VC/VA/Academy	VC
Diocese/District	Canterbury	Pupils on roll	102
MAT/Federation	Tenterden School's Trust		
Headteacher	Sara Williamson (Exec HT)    Helen Tester (Head of School)		
Chair of Governors/ Trust Board	Thomas Hay		
Inspector	Howard Fisher	No.	C.21/22.