

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

<b>Minster Church of England Primary School, Ramsgate</b>	
Address	Molineux Road, Minster-in-Thanel, Ramsgate, CT12 4PS
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>Nurturing Foundations, Flourishing with God. Matthew 13 v 31 - 32</p> <p>Rooted in our Christian Foundations, we nurture, respect and value each individual, in the loving community of our village school. Through our holistic development of both character and curriculum, our children learn and flourish. From little seeds we grow: caring for God's world, building lifelong foundations and striving for a just and harmonious society.</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's cohesive and deeply embedded Christian vision and biblical narrative are integral to all aspects of its life and work. However, governors do not make explicit reference to the vision and biblical narrative within their review of the school's work.</li> <li>• Within the loving community of this village school there is successful support and challenge throughout the curriculum. Together with the effective pastoral care provided by staff, pupils are nurtured to be their best, academically and personally. This encourages them to embrace experiences for growth in body, mind and spirit.</li> <li>• Respect and value for everyone inspires adults and pupils to confidently initiate projects aimed at addressing social deprivation and injustice.</li> <li>• Rooted in the vision and Christian foundation, collective worship enriches the spiritual development of pupils and adults. Times for pupils to reflect and develop a deeper prayer life of their own are less well developed beyond worship.</li> <li>• Religious education (RE) is led well. The school has developed a curriculum that inspires most pupils to think deeply. It allows them to reflect critically on the diversity of the world today. However, opportunities for younger pupils to respond in depth to big questions are more limited.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop further the governor's evaluation of the impact of the school's vision and biblical narrative. This will ensure that the information gathered accurately guides and supports future Church school development.</li> <li>• Broaden the range of opportunities for pupils to pray and reflect, enabling them to explore and flourish in this aspect of their spiritual lives.</li> <li>• Enhance opportunities for all pupils to reflect in depth to big questions. This is to further develop their religious literacy and understanding of worldviews and world faiths, including Christianity.</li> </ul>

## Inspection findings

Minster has a deeply embedded Christian vision, underpinned by a well-defined biblical narrative. This vision and the accompanying Christian foundations shape its inclusive service to all pupils and staff. It positively influences decision making, policy and practice at all levels, enabling pupils to learn and flourish. School leaders are consistently motivated to ensure the best for everyone, recognising the intrinsic worth of all. An effective involvement with the federated school and the M7V hub of local schools supports their drive to seek innovative curriculum developments. It also ensures strong provision for each pupil. Governors are very supportive of the school and its development. However, the way they explicitly link decisions to the vision and the Christian foundation of the school are less well developed. Consequently, opportunities to develop the school as a Church school are sometimes missed.

Pupils flourish at Minster within a loving community that focuses equally on character development and curriculum engagement. The five Christian foundations of creation, justice, love, peace and forgiveness provide strong roots for daily school life. They underlie the school rules and provide a foundation for pupil behaviour. As a result, pupils consistently display kindly and caring attitudes towards each other and the wider community. The moulding of the foundations into specific behaviour targets, such as 'Justice Jetsetters' or 'Peace Protectors', engages pupils individually and collectively. Furthermore, it motivates inspirational acts of empathy and understanding of others. For some this is through independent charitable fund raising, such as one pupil completing a sponsored walk for Somalia. Others have created peaceful spaces in their homes, bug hotels, written letters of protest or stories to illustrate a Christian foundation. Through a range of adult led, and pupil initiated, charitable fund-raising, pupils are empowered to see themselves as agents for change. They recognise that they are making the world a better place for everyone. As a result, pupils display growing self-confidence through the school. They understand social deprivation and justice and an ability to strive for a just and harmonious society.

A range of opportunities for pupils to build lifelong foundations is evident in the development of initiatives to nurture leadership at all levels. Examples include Year 2 taking part in the Archbishop's Young Leaders Programme and older pupils undertake a variety of leadership roles. In this way pupils act as good role models to others. This creates a unified community where pupils effectively learn how to live well together. Staff are similarly treated with dignity and respect by senior leaders. They are a strong supportive team who care for each other as much as for individual pupils. They are supported in their professional development and nurtured in their personal lives. This helps foster a loving and cohesive environment where all grow well together.

Spurred by the Christian vision, adults are unrelenting and ambitious in providing a curriculum that allows all to flourish. Caring support for those pupils considered to be vulnerable pupils nurtures their full inclusion into school life. For example, a special nurture room ensures that progress of all pupils is accommodated by specialist teachers and assistants. The provision for all is constantly under review. As a result, a flexible daily timetable is employed to help sustain pupil engagement with learning through the day. At the same time, topics for learning are motivated by the needs and interests of pupils. Supported by a wide range of educational visits and extra-curricular activities pupils are enthusiastic about their learning and enjoy school. The learning wheel, with its focus on key skills, ensures high quality studying for all. The school's use of a 'learning journey' to reach specific goals recognises that not all tasks are easy. The identification of a 'learning pit' enables pupils to face challenges and manage problems, thus developing resilience. Opportunities for spiritual

development are imaginatively built into every subject area using the shared language of windows, mirrors and doors. This generates a golden thread through all lessons inspiring deep reflection on life.

With its focus on the school's vision and Christian foundations, inclusive collective worship nurtures the spiritual lives of this community well. All value worship as a time when they come together as a school and learn from the example of Jesus. Pupils of all ages gain experience in leading class worship, sharing the planning and organisation of the worship with the adults. This enables them to have a strong sense of wellbeing. Pupils and staff articulate that the celebration worship is a high point of the week. Inspired by stories of how Jesus lived, the 'everyday heroes' who display the Christian foundations are commended. This bonds the Minster community in living well together and flourishing with God. Singing is joyful and unites the school. There are opportunities for prayer within worship and at other times in the school day. Pupils recognise prayer as a time when they draw closer to God. They readily use the school prayer box to write their own prayers expressing their thanks and concerns. Beyond collective worship and the prayer box there are few areas dedicated to prayer, stillness and reflection within the school. Consequently, this aspect of spiritual development is limited. There are links with the local church and the school uses the building for the celebration of special festivals.

RE is led well, with leaders engaging effectively within diocese training. This impacts on strong support for all staff in the delivery of RE and enriches their enthusiasm and confidence in teaching. Pupils find the subject interesting and challenging, enjoying learning about different faiths and beliefs. As part of its regular cycle of review the school has adapted the topics within the RE curriculum to meet the needs of the pupils more effectively. Older pupils have found a recent topic on racism particularly engaging and absorbing, for example. Within the safe space of the classroom, pupils explore big questions confidently, valuing other's opinions. As a result, they grow in assurance about their place in the world. However, opportunities for the younger pupils to express their deeper thinking are more limited.

Minster is a school where all can grow and flourish. Strong foundations are effectively nurtured within this loving community, where the needs of the individual are met, enabling all to flourish.

Information			
School	Minster Church of England Primary School, Ramsgate	Inspection date	3 May 2023
URN	118696	VC/VA/Academy	Voluntary controlled
Diocese/District	Canterbury	Pupils on roll	394
Executive Headteacher	Wendy Stone		
Chair of Governors	Darren Philpot		
Inspector	Elizabeth Pettersen	No.	557