

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Platt Church of England Primary School	
Address	Maidstone Road, St Mary's Platt, TN15 8JY
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
The effectiveness of religious education (RE)	Good

School's vision
'Live life in all its fullness ' John 10.10 Like Jesus' teaching in the parable of the mustard seed (Matthew 13:31-32), we believe that children at Platt Primary are like seeds with the potential to grow and flourish as they are nurtured and encouraged to develop their unique gifts. We are a family where we care for others and the world around us, we learn as a community and grow in wisdom and we forgive as God forgave us.
Key findings
<ul style="list-style-type: none"> • The school has developed and implemented its Christian vision well. It is the driving force of all that the school does, supporting and encouraging all to grow and flourish. Not all leaders and governors have the same depth of understanding of the implications of the vision's biblical underpinning. • The Christian vision inspires a nurturing ethos that embraces difference so that everyone can flourish. This has led to the personal, social and spiritual thriving of pupils and adults. It also contributes to the respect and caring for all. • The growth of pupils' spirituality is promoted through the many opportunities that the school provides. However, there is not a consistent shared understanding, nor plan, that maps opportunities to develop spirituality across the curriculum. • Collective worship has a strong and positive impact on the lives of pupils, helping them to understand and live the school's vision. The development of worship has been supported through strong partnerships with the church and the diocese. • Religious education (RE) is a strength of the school. Pupils enjoy lessons and respond keenly to RE. However, teaching does not always provide sufficient challenge for the higher achieving pupils to make sufficient progress.
Areas for development
<ul style="list-style-type: none"> • Deepen a shared understanding among leaders and governors of the depth of the biblical roots of the vision so that they can continue to develop the Christian distinctiveness of the school. • Create a consistent, shared understanding of spirituality so that planned opportunities can be mapped and developed progressively across the curriculum. • Provide an appropriate level of challenge in RE so that more higher achieving pupils grow and flourish.



Inspection findings

The school has effectively developed and implemented a distinctive Christian vision. The vision, rooted in the parable of the mustard seed, steers the school community in nurturing everyone so that all can grow and flourish. It is underpinned with biblically referenced Christian teaching. The vision drives the Christian character of the school, having a positive impact on the learning and well being of pupils and adults. It aims to fulfil Jesus' promise of 'life in all its fullness'. The vision was launched with each pupil being given some mustard seeds to take home, nurture and grow. Discussions in their homes enhanced an understanding of the new vision. However, not all leaders and governors have the same depth of understanding of the implications of the vision's biblical underpinning.

The school's Christian vision drives decision making and practice at all levels. Leaders are proactive in enlisting and welcoming support and training from the diocese that has enabled the school to grow as an effective Church school. Governors monitor the impact of the school's vision carefully through the targets within the school development plan, that have been successfully achieved. They undertake frequent monitoring visits to ensure that pupils are given opportunities and support to develop their own unique gifts.

To fulfil the school's vision for 'learning as a community and growing in wisdom', leaders are implementing a new school curriculum. This is planned to encourage pupils to learn with enthusiasm, hope and courage. Achievements reflecting aspects of the school's Christian vision are celebrated in worship each week. Diocesan training on developing pupils' spirituality has clarified its meaning for staff, although this understanding is not consistent across the school. The training has resulted in spiritual opportunities, including 'Forest School', being woven into school life when opportunities arise. Currently, those opportunities are not explicitly planned or mapped across the curriculum.

Driven by their vision, the school is actively growing relationships beyond itself. It has initiated partnerships with other local Church schools that provide mutual support with the curriculum and subject leadership. The strong relationship with the local church greatly enhances school life. Clergy make a very positive impact on the life of the school. Pupils regularly visit the church and participate in the festivals. This has resulted in pupils respecting and feeling a sense of belonging to the church. Year 6 pupils, supported by members of the congregation, have twice set up prayer stations in the church, which the whole school visited. These were greatly valued by pupils and parents and enabled them to explore some 'big questions' about spirituality and faith. The strong partnership that the school has with the diocese has enhanced provision. The school has successfully undertaken diocesan training to improve teaching and planning in RE and leading collective worship. The school makes excellent use of diocesan resources which ensures provision for RE and collective worship is well planned. Other partnerships include experts such as a local historian. Community events organised by governors, ensure that the village feel part of the school, and school part of the community.

The school lives its vision in order 'to understand and respect one another'. This has resulted in strong and supportive relationships within the school, and respect and encouragement for those with differences. This is evident in the good behaviour that contributes to a calm learning environment. Careful and thoughtful curriculum choices have been made to deepen an appreciation of diversity and difference. The school's approach of 'positive relationships' towards behaviour management has an emphasis on forgiveness and reconciliation. This ensures that pupils can reflect on their choices and the impact their behaviour has on themselves and others.




Pupils clearly articulate how they are nurturing and growing the seed of their own characters within themselves. They are ambitious for their own futures and the paths that they plan to take to achieve their goals. The ethos of caring for the world around them is becoming established. The school is organised into four houses, each house supports a charity chosen by the pupils. Each year they organise and hold a fundraising event for their chosen charity, such as a day wearing blue and yellow to raise money for Ukraine. Welcoming children and families from Ukraine into the school has made this global situation very real for the pupils at Platt. They have empathised deeply with this issue. However, there are limited opportunities for pupils to instigate an event themselves or speak up for those less fortunate.

Collective worship is integral to pupils' understanding of their Christian vision. This impacts on pupils' good behaviour and positive attitudes to learning and life. Staff, pupils and clergy lead worship that follows the plans from the diocese. Pupils also plan and lead their own class worships, that take place in the church with many parents attending. All staff attend worship and this enables the messages to be reinforced throughout the day. Supported by clergy, the school has created an Anglican structure to daily worship. A group of pupils known as 'leading lights', support, contribute to, and evaluate the worship. Worship takes place once a term at the local church for key Christian celebrations and national reflections such as Remembrance Day. The school day is framed by a lunchtime and 'going home prayer' that always leaves pupils with a thought for the day. Reflection areas in the classrooms provide further opportunities for pupils' personal prayer and reflection. Pupils speak confidently about their own use of private prayer or reflection and how it is helpful to them.

The school places high value on RE. Subject leadership is highly effective because it has driven forward improvements in the RE curriculum. Pupils develop a good understanding of Christianity, major world religions and worldviews. The new RE curriculum has introduced a range of engaging approaches that stimulates pupils' thinking. These include the use of drama, debate and the arts. The RE curriculum uses an enquiry-based approach with pupils considering, answering and posing their own philosophical and theological 'big questions'. However, work of a greater depth is not always planned for higher achieving pupils, resulting in them not being sufficiently challenged. Assessments at the end of each unit of work produce information that is used to move pupils forward in their learning. Assessment data enables leaders to analyse pupil progress in order to plan further improvements. Pupils enjoy their lessons and find them thought-provoking, they particularly enjoy learning about major world religions. A recent visit to a synagogue sparked many questions about Judaism. They articulate clearly how RE gives them confidence to explore and challenge themselves in the choices that they make in life.



	The effectiveness of RE is		Good
	<p>Pupils are enthusiastic and motivated to learn because of the new RE curriculum. Monitoring by leaders has found that RE teaching is good. The evidence of this inspection is that while it is generally good there are weaknesses. This is because, not all teaching provides enough challenge for high achieving pupils to make good progress.</p>		
Information			
School	Platt Church of England Primary School	Inspection date	3 July 2023
URN	118728	VC/VA/Academy	Voluntary aided
Diocese/District	Rochester	Pupils on roll	175
Headteacher	Emma Smith		
Chair of Governors	David Knox		
Inspector	Janice Meyer	No.	921