



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Teynham Parochial Church of England Primary School	
Address	Station Road, Teynham, Sittingbourne, ME9 9BQ

School vision

We cultivate a rich environment in all we do so that the school community, have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways, underpinned through the teachings of Jesus, through God and in his world.

“A farmer went out to sow his seeds...” Matthew 13

School strengths

- Leaders' deep understanding of the community, has facilitated the integration of a Christian vision, fostering flourishing among pupils and staff.
- The school is inclusive and welcoming of pupils and adults.
- Leaders are dedicated to promoting the mental health and well-being of both pupils and staff. Pastoral support is a strength.
- The partnerships between the school and church are particularly strong, leading to opportunities to both grow and develop spiritually.
- Collective worship and the rich environment provide ongoing opportunities for personal reflection and self-awareness. This leads to pupils enjoying their learning.

Areas for development

- Further develop opportunities for social action so pupils feel inspired to act as agents for change.
- Further develop religious education (RE) so that core knowledge, and knowledge of a range of religions and worldviews leads to pupils who can speak with confidence about their learning.
- Continue to evolve a school-wide understanding of spirituality to build upon the variety of opportunities for spiritual development already in place.

Inspection findings

There is an expectation at Teynham Parochial that everyone is welcomed and cared for. In line with the Christian vision, underpinned by biblical thinking, a rich environment is created enabling pupils to enjoy their learning and grow. Teynham has been through a period of change. Leaders, guided by the vision, have made sustained improvements. Careful self-reflection, with a focus on sustaining a flourishing community have led to changes, for example curriculum refinements have led to better engagement for pupils. Staff work in a united way to plan the best opportunities they can for the benefit of the pupils, for instance the school funds significant trips for all. Leaders monitor the vision and keep this at the heart of all they do. They are passionate about giving their pupils good

foundations and link this to the parable of the sower.

The vision is reflected in the refreshed, reinvigorated curriculum that offers challenge and creativity. Every pupil is encouraged to grow through their learning experiences and the rich offer. There are many varied learning opportunities to engage pupils. Thoughtful use of outdoor areas, such as the well-being garden, and woodland areas, support pupils to build resilience and flourish. Pupils comment that they like the spaces outside where they can be calm and themselves. All staff take great care to support and nurture those who may be vulnerable, making sure that they have the opportunity to learn and develop confidence. Parents positive feedback underscores the effectiveness of the school's approach in providing exceptional care and support to its pupils. For example, they value the extra time that is taken with their children and the effort the school spends in supporting their needs. Arranging visitors, trips and events help support a rich environment of learning. There is a range of clubs for the pupils to participate in and grow in self-esteem. The school is developing opportunities for awe and wonder. The impact of spirituality is not yet captured because there is not yet a comprehensive understanding of spiritual development.

In line with the vision to grow within the school community, the school has opportunities for pupils to lead. Roles, such as the ambassadors, raise awareness of justice, responsibility and accepting others. An example of this is the way the school engaged the pupils in the Kent Resilience Award. Older pupils' comment that they welcome new pupils into their 'team.' Pupils are developing the idea that they can make changes through their actions, such as their work on foodbanks. This is at an early stage and often adult led. Where this is more successful, such as in the older juniors' work on sustaining the planet, opportunities were carefully crafted into the curriculum. Parents enjoy seeing this work in action such as through shared presentations during worship.

Pupil behaviour is good, as they are encouraged to forgive and are reminded of the teachings of Jesus. Respect for all is at the heart of the behaviour policies and practice at Teynham. Concerns from pupils and parents are listened to and resolved effectively. The school's inclusive and holistic approach is based on the parable of Matthew. This is expressed as getting the soil and roots right to enable the pupil to grow. Staff are enabled by this to adapt learning experiences for pupils who struggle the most. Resilience can be seen in the way in which adults support pupil well being. For example, in weekly celebration events the value ambassadors facilitate pupil nominations for the values board. They are proud to receive this and of their achievement.

Worship is welcoming to all. It is invitational and encourages pupils to reflect on the world around them. Pupils like their time in worship and comment that they enjoy being quiet and thinking. Pupils are beginning to understand the schools' Christian values through the Bible stories in worship. They understand that prayer can help some people and that prayers can be said anywhere. They like being able to shape their own worship and say prayers outside. They value this time. The use of nature and the outside resources contributes to pupils flourishing spiritually and enriches their lives. Their understanding of the teachings of Jesus is often linked to their outside experiences. For example, pupils have linked Jesus in the garden at Easter to their Early Years activities making gardens outside. Worship contributes to the flourishing of adults through the shared understanding of the vision. They live the vision by supporting one another and through leaders enabling access to supervision and well-being ideas.

Leaders have given RE a high priority. The new leader is driving forward the curriculum. This is beginning to have an impact on the pupils. They enjoy their learning and are developing their breadth of knowledge and their understanding of worldviews. The priority given to RE is demonstrated in the range of work in their books which pupils are proud to show and talk about. RE lessons start with a question which encourages reflection and sparks engaging discussions in the classroom. Pupils share their ideas readily and because they have been enabled to be resilient, they



are confident to make mistakes and grow from these. They are at an early stage of thinking deeply about their RE learning. RE is further enriched through tailored use of the local church and the sustained relationship with the governors who visit regularly. Effective links with the diocese and local networks have enabled leaders to help staff raise their subject knowledge and understanding. The leader monitors through workbook scrutiny, learning walks and pupil voice, all of which are beginning to show an impact on the overall learning. Assessment is used to identify the strengths and areas to work on, enabling the planning of targeted training and professional development.

The inspection findings indicate that Teynham Parochial Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	19 March 2024	URN	118651
VC/VA/Academy	Voluntary controlled	Pupils on roll	210
Diocese	Canterbury		
MAT/Federation			
Headteacher	Elizabeth Pearson		
Chair	Steven Lillicrap		
Inspector	Howard Fisher	No.	2223