

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goudhurst and Kildown Church of England Voluntary Controlled Primary School

Beaman Close, Goudhurst, Cranbrook, Kent TN17 IDZ	
Current SIAMS inspection grade	Outstanding
Diocese	Canterbury
Previous SIAMS inspection grade	Outstanding
Local authority	Kent
Date of inspection	16 January 2018
Date of last inspection	22 January 2013
Type of school and unique reference number	Primary 118601
Headteacher	Lindsay Roberts
Inspector's name and number	Elizabeth Pettersen 557

School context

Goudhurst and Kildown is an average sized primary school with one class in each year group. Almost all pupils are white British. The proportions of pupils who are disabled or who have special educational needs is below the national average. The number of pupils in receipt of pupil premium funding is below the national average. The school meets the floor standards set by the government for attainment at Key Stage 2 with attainment being above this. The school attained an outstanding grade in its Ofsted inspection in 2014. The school supports other schools in the area after being designated as a national support school in 2016.

The distinctiveness and effectiveness of Goudhurst and Kildown as a Church of England school are outstanding

- The commitment and vision of the headteacher, is confidently supported by her staff and governors. This results in highly effective leadership and management of Goudhurst and Kildown as a distinctive and inclusive church school.
- The learning environment, both inside and outside the school building, makes a significant contribution to the spiritual development of pupils.
- The behaviour of all learners is exceptional. All relationships are underpinned by a mutual respect for each individual, reflecting the Christian character and values of the school.
- A range of collective worship leaders, together with a variety of locations for worship, clearly and explicitly supports pupils' spiritual and moral development.

Areas to improve

- Foster and mature the personal prayer life of pupils through the creation of more interactive reflection spaces within each classroom.
- Develop the role of leadership by pupils to enable them to plan and lead worship on a regular basis within the school day.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school environment and high quality relationships foster the Christian character of Goudhurst and Kilndown exceptionally well. The school's core Christian values of community, friendship, joy, love, peace and trust permeate the daily life of the school. Each value is clearly linked to a Bible story, thus meeting a development point from the previous denominational inspection. The centrality of the values is apparent in all aspects of the school environment. For example, a large cross decorated with butterflies is displayed prominently in the hall. Each butterfly has been painted by an individual pupil to represent that each child is unique within the school community. The values are lived out by staff and pupils who create a happy school where children feel safe, secure and carefully nurtured. Pupils state that the values are 'what God wants you to do' to make the school a happy place. They also consider that they enable them to learn well. They testify that joy is all around them in class and that they need to trust themselves to do even better. As a result, all pupils make progress and attain levels higher than national averages in all areas of learning. Respectful and kindly interactions between all members of the school community demonstrate the values. Parents speak highly of the open door policy and the willingness of school staff to meet with them as soon as a need arises. This results in confidence in the school to protect and nurture their children. Care for others is an integral part of school life. This manifests itself in giving to a wide range of charities that includes local, national and international causes. A link with Starfish Malawi, where pupils have established communications with a school in Malawi, have supported pupil understanding of our multi-cultural world. Pupils recognise that the teaching of other faiths in religious education (RE) enables them to have a respect for difference and diversity in God's world.

The school prayer, written by the pupils, asks that, 'the outside be filled with fun and friendship'. This is clearly visible in the outside area where behaviour is of the highest standard. Pupils consider that their school is one big family. Year 6 pupils speak with enthusiasm about the buddy system where they care for Year R pupils. The friendship bench on the playground is seen as a place to have fun and enjoy your friendships rather than a venue for those who feel alone. Pupils consider that no one gets left out at playtimes. As a result, pupils are happy and enjoy being in school. This means that overall attendance is also very high. Pupils' sense of awe and wonder in God's creation is fostered in a variety of ways. The pet guinea pigs are a reminder that, 'we all have a responsibility to look after God's creation'. A peace garden and a newly built outdoor classroom enable pupils to develop their spirituality in the outside area. The peace garden has paths with a series of reflection stops. These enable pupils to stop, be still and reflect on God's creation. Opportunities like this and a further quiet area on the playground provide valuable opportunities for pupils to develop personal spirituality to an exceptional level. Pupils also have an opportunity to develop independence, team work and self-confidence through the forest school. The associated outdoor activities enable them to set aspirational goals for themselves with impact on their subsequent achievement in class. The forest school 'silent spot' develops a time to reflect and enjoy creation, creating inner peace. As a result, pupils are calm in their approach to their daily school life, managing any friendship conflicts, personal anxieties or classroom challenges very well. The work in the forest school enables pupils to make the transition to secondary school smoothly. A wide range of after school clubs, as well as regular art and musical experiences, enable pupils to develop very well as confident citizens.

There is a range of opportunities to develop a personal prayer life through the school. For example, a prayer wall invites pupils to write their own thanksgiving prayers. Pupils are encouraged to think of others in their prayers by tying a ribbon to a prayer tree to consider those who do not have much joy in their life. This activity supports the prayer life all members of the school community. Pupils show eagerness to pray in the reflection areas within the classrooms. They are happy to kneel in these corners demonstrating the acceptance of a personal prayer life by all. At present, the range of reflection activities within the classrooms is underdeveloped and does not allow pupils to foster a greater depth of individual prayer.

The impact of collective worship on the school community is outstanding

The daily act of worship is a central part of the school day. It is very well planned and delivered which gives a clear indication of its importance and value within school life. Pupils are eager and enthusiastic as they arrive for worship. They enjoy undertaking various roles such as lighting the candle, managing the sound system and the computer. Christian festivals such as harvest, Christmas and Easter are well celebrated by the whole school at the local church. Pupils lead these services with great confidence. At present, the opportunities for pupils to plan and lead worship within the school day are underdeveloped. The Anglican tradition is clear with the use of a candle, Bible stories, cloths in the colour of the church year and liturgy. Pupils particularly enjoy the times when they can all be involved in the illustrations to support the worship theme. Quizzes or talk partners are a particular favourite. This enables pupils to learn from the Bible story. For example, a story about the pearl of great price was illustrated by a quiz to guess the value of a series of high value material items. This enabled pupils to understand the priceless value of

knowing God, as well as the value of their family and friends. Local clergy organise a 'Trinity Lights' club at lunchtime. This develops the worship theme of the day through a variety of reflective and creative activities. This in turn, deepens pupils' understanding and knowledge of Bible stories as well as their personal spirituality. Worship is enhanced by the regular involvement of the local clergy as well as visitors from other Christian groups. A variety of locations for worship, including the forest school area, enriches the worship enabling pupils to recognise that God can be worshipped anywhere. Pupils have an age appropriate understanding of the Trinity. Pupils know the Lord's prayer and say their own school prayer with confidence. Times of silence and reflection are used very well to enable pupils to consider the impact of Bible stories and the life of Jesus on their own lives. This in turn enables pupils to make wise choices in how they manage friendships and life's challenges. Collective worship is monitored by pupils and staff, thus meeting a development area from the last inspection. This means that improvements have been made and there is strong engagement in worship by all.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher's clear vision for, and commitment to making Goudhurst and Kilndown a successful church school, is evident and inspiring. She is confidently supported by her staff and governors. All leaders have a clear understanding of the school's strengths and areas of development. This has resulted in accurate self-evaluation documentation. Following the Ofsted inspection in 2014 the school became a national support school and supports the development of other schools. This reflects the headteacher's view of leadership in following Christ's example of servanthood. Governors are very supportive of the school. They carry out regular monitoring which aids its strategic development. The school is committed to the professional development of all staff and effectively supports those who wish to progress within the church school sector. Several staff have taken part in programmes for senior leaders. Leadership of RE is given a high priority. Time is allocated for the RE leader to carry out her role and a budget given to ensure that there is a wide range of resources to support the teaching. She has attended a range of courses within the Diocese. As a result, she is able to disseminate information as well as coaching and mentoring staff very effectively. The introduction of the new Understanding Christianity resources for RE has given staff confidence in the teaching of RE and has been received with enthusiasm by pupils. The school draws well on help offered by the Diocese through taking part in training and development opportunities for governors. Staff training has also been provided in developing church school distinctiveness. There are very strong links with the local church. All classes visit the church as part of their RE lessons. The clergy are very welcome visitors to the school. They work with staff to plan school worship and also nurture the spiritual development of all. The 'Breathe' sessions organised by the clergy offer a time to read from the Bible and pray together. This helps to develop the spiritual life of staff and parents, as well as demonstrating value and care towards individuals. The school meets statutory requirements for RE and worship.

SIAMS report January 2018 Goudhurst and Kilndown Church of England Voluntary Controlled Primary School,
Goudhurst, Cranbrook, Kent TN17 1DZ