



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Nonington Church of England Voluntary Controlled Primary School

Church Street
Nonington
CT15 4LB

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 16 March 2016

Date of last inspection: 28 April 2011

School's unique reference number: 118688

Headteacher: Tobin Wallace-Sims

Inspector's name and number: Jane Garrett 618

School context

Nonington Church of England Primary School is a small village primary school with 67 pupils on roll. Most pupils are of white British heritage. Since November 2014 Nonington has been in federation with another small village church school. Both schools are under the leadership of one executive headteacher and share one governing body. There is specialist support provision for 8 pupils. The intention is that these pupils are integrated back into mainstream education.

The distinctiveness and effectiveness of Nonington as a Church of England school are good

- The Christian vision and dedication of the headteacher that has particularly brought about improvements to collective worship
- The inclusiveness and the acceptance pupils have for children with disabilities and difficulties, so that all children feel acceptance and a sense of belonging
- Church, school and community links that provide mutual support, strength and community cohesion
- Caring relationships between pupils and staff that ensures individual pupils feel valued and nurtured
- The support in place to ensure well-being for both pupils and staff, so that pupils are able to achieve their potential.

Areas to improve

- To make clear the links between the school's values and the relevant Bible stories in order to make their Christian significance explicit

- Formalise the monitoring of worship and religious education (RE) so that it informs future planning and is incorporated into the school development plan
- Audit and plan for staff training in order to further develop and support staff.

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

The school is a happy, friendly, inclusive and welcoming community that works hard to demonstrate the school's principles of love, hope and faith. Pupils know these values well but they are unsure as to the Bible stories they relate to. The school's behaviour policy refers to these values but not explicitly the relevant Bible stories. Pupils feel loved and cared for. They show kindness and respect for one another. Christian love is modelled by adults and adopted by the pupils. For example, if anyone is distressed other pupils will offer care and support them. Staff work very much as a team to provide emotional support for children and families. Similarly staff are also cared for and supported through the opportunity for weekly counselling, should it be required. The school family liaison officer supports both children and parents in a variety of ways which has resulted in improved learning. The Christian character of the school is good at promoting understanding and respect for diverse local communities such as exclusive brethren and the Brudehof community. A parent from one of these groups cited how accommodating the school had been in regard to her child's religious needs. When there are pupils of other faiths, the children are encouraged to talk about their faith. This gives value and raises the self-esteem of those children. Parents are kept well informed and feel that the school manages any difficult situations sensibly and compassionately. They think that Christian values come through strongly in the way children are taught. Pupil progress is good as every effort is made to support pupils of all abilities and needs. Since the last inspection, attendance has improved. The headteacher makes first day calls in order to encourage better attendance. Every classroom has an RE display that augments learning. Children enjoy RE particularly learning about other faiths. In a Key Stage 1 RE lesson on St Patrick, children were able to identify qualities that could be attributed to a saint and cross curricular links were made. The school council decides which charities they support. These have included Sport Relief, BLISS and contributing half of the cost of restoring the village war memorial.

The impact of collective worship on the school community is good

Since the last inspection all teachers now lead collective worship regularly as well as members of the church. This means that children have regular contact with church leaders and some of the congregation. Worship is planned using the church lectionary, but it is not yet recorded or evaluated. The school has a rich spiritual life. Worship takes place in both school and church. Pupils contribute to the corporate prayer life of the school by leading prayers in church and in school. Pupils are very familiar with Anglican liturgy through shared responses and traditional prayers such as 'The Lord's Prayer'. They each have their own book for liturgy and prayers, helping children to feel part of services. Children have written a prayer for forgiveness which is recited during Ordinary Time and a school prayer. In the collective worship observed, the headteacher spoke about the Trinity and linked this to the shamrock. Worship is also augmented through creative prayer days organised by one of the governors and a local lay reader. Opportunities for private prayer are made available and children can either go to the hall or the garden, but at present children do not have opportunity to spontaneously write individual prayers. The headteacher often asks challenging questions at the end of worship for children to go away and think about. Evidence points to the fact that worship has made a huge difference to behaviour in the school and inevitably academic success. The three foundation governors attend worship daily and informally evaluate worship. The mission priest acts as a chaplain to the school and in this role he has conducted confirmation classes and baptisms for pupils. Evidence of children's developing faith and spirituality is seen from the recent confirmation of two children. This was attended by the whole school.

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

The executive headteacher demonstrates dedicated leadership and commitment to the school. His vision has been instrumental in driving the importance of worship and the ethos of the school forward. There is still a need for this to be further embedded through strengthening and making explicit the biblical links to the school's values. The school and church have become interwoven into the life of the local community and are mutually supportive of one another. The school provides weekly opportunities for the whole community to worship together, because there is only one monthly service in church, so members of the local community often attend school worship in the church and also the Christmas carol service and Remembrance day service. Thus strong relationships with the local community have been built. Arrangements for RE and collective worship meet statutory requirements. The four areas for development from the last inspection have been effectively addressed. At present RE and worship are monitored informally. There is a current lack of recording and evaluation of RE and worship in order to inform the school development plan. Likewise children have no voice in the evaluation of worship to inform future planning. Since the last inspection self evaluation is in place but the impact of initiatives are not always recorded. Staff are supported by the headteacher in delivering RE and collective worship. There is however no clear programme for staff professional development. Assessment for RE is not yet in place. Children's RE books show evidence of developmental marking, however opportunity for children to respond to the marking does not occur. Children contribute to Canterbury Cathedral days and this helps them to understand the importance of the national church. There are links with St John's Hospital in Canterbury. Pupils send gifts for special occasions and exchange letters and cards with the residents, thus giving a sense of the extended church family.

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