

## REPORT

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

Nonington Church of England Voluntary Controlled Primary School	
Address	Church Street, Nonington, Kent CT15 4LB
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>An inclusive learning community, rooted in God. (Matthew 19 v13-15)</p> <p>Nonington is a place of learning where all are cared for and supported. Nonington has high expectations for all so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other valuing everyone's unique contributions.</p>
Key findings
<ul style="list-style-type: none"> <li>• After a period of change, leaders have focussed on high expectations and aspirations for the pupils and staff. This has enabled all to flourish. Evaluation of the impact of the school's vision is under-developed.</li> <li>• Rooted in God, the school is an inclusive learning community where all are cared for and supported. The promotion of spirituality is at an early stage of development.</li> <li>• In line with the vision, there is a strong sense of belonging. Pupils and adults are respectful and value each other. The understanding of social justice and how to be agents for change is limited.</li> <li>• Collective worship is carefully planned. It effectively sustains pupils' understanding of the school's Christian values in the context of biblical teaching.</li> <li>• Partnerships within the federation, other local schools and the Diocese have supported the development of Religious Education (RE).</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Introduce a more rigorous and systematic approach to evaluating the Christian vision and the school's distinctiveness as a Church school. This is to monitor impact more effectively and secure sustained improvements.</li> <li>• Ensure there are opportunities across the curriculum to allow pupils to explore their own spirituality in greater depth.</li> <li>• Enhance the opportunities for pupils to engage in social action. This will enable all to be courageous advocates for change in the local, global and national community.</li> </ul>



## Inspection findings

Nonington is a welcoming, inclusive and nurturing environment. The vision is the driving force behind the decision making by leaders at all levels within the school. The bible story of Jesus blessing the children, reflects the care and support given to all. This inspires staff to work with dedication and determination. Pupils learn well together and live by the schools three values of hope, trust and wisdom. As a result, pupils and adults flourish and the school community is treasured by all stakeholders.

Guided by the vision, school leaders have led a period of significant review and development of practice. Supported by the diocese, they have identified areas of development and are building upon the strengths of the school in a systematic manner. Staff are known well. A valued partnership with Nonington's federated school, supports individual and collective professional development of staff. This reflects the value placed on everyone's unique contribution to enabling all to be the best version of themselves. Sensitive leadership ensures that staff workload is carefully managed. Personalised strategies support staff well-being and enhance their sense of value, belonging and fulfilment. As a result, staff are committed to the school and support ongoing school improvements.

Decision making by the federation's governing body is driven by the school's vision. Governors have a strong commitment to the school and its success. They have a good understanding of the local area and of the school's strengths and areas of development. However, governors have not adopted a systematic approach to evaluating the Christian vision. Thus, opportunities to monitor the impact more effectively are missed. Sustained improvements of the school as a Church school are also overlooked. The school's vision impacts positively on good pupil behaviour because everyone is treated as unique. The prominence of the school's Christian values develops an awareness of right and wrong. Pupils understand and articulate the school values, using them frequently in conversations on the playground. For example, pupils speak of having trust and hope, enabling them to co-operate well together on the sports field. Trusting relationships between staff and pupils, underpinned by respect and care for all, enable pupils to feel safe. This nurtures a community that supports all through good and more challenging times. One describing the school as, 'One big, happy bubble'.

In line with the school's vision, leaders understand the local community well. The detailed knowledge of, and bespoke support offered to pupils and their families ensures the inclusion of all. One staff member phrased this as, 'Meeting the children where they are, we help them fulfil their aspirations.' This has fostered good school attendance and access to learning for each one.

The curriculum has been carefully tailored to meet the needs of all pupils. For example, fortnightly projects focused on the local area or allowing pupils to 'become a musician'. This enables all to enjoy their learning. Parents rightly praise the equal weight placed on character development alongside academic progress. Great care is taken in supporting and nurturing pupils ensuring they thrive. High staff ratios and focused tuition help pupils fulfil their God given aspirations within the school community. Outdoor learning, whole school trips to the local church, theatre and museums engage pupils, inspiring a love of learning. Furthermore, the teaching promotes pupil resilience and self-confidence when tackling activities. However, planned opportunities within the curriculum for spiritual development are not fully developed. Thus, times for pupils to develop their spirituality are missed.

The vision is effectively shared with the school community through collective worship. All pupils are engaged and involved in worship. This is within the whole school act of worship, as well as within a bespoke worship for vulnerable pupils. This is an excellent example of how the school meets the specific needs of each one. Pupils enjoy worship as they are fully involved in all aspects of its delivery. This also provides opportunities to boost self-esteem and allows pupils to grow in confidence.

Worship provides openings for pupils to reflect on their values, attitudes and behaviour within the context of bible stories. Images are used well to aid pupils' understanding. They commented that it helps them '...focus and think in the moment'. Celebration worship draws the community together. It enables pupils to feel valued as they share their achievements with the school. Prayer and moments of reflection are used to draw together themes from worship. Pupils utilise quiet times to find a place of peace and calm, to connect with God, and offer their thanks. They are motivated by Christian Aid's 'Give, Act and Pray'. This nurtures pupils' ability to encourage one another and collaborate well. As a result, they have confidence to embrace challenges and make progress in their learning. In these ways their spiritual development is effectively supported. Driven by the value of hope, school leaders inspire pupils to think of others. This is by supporting charities such as Children in Need, Save the Children and the Trussell Trust. However, opportunities for pupils to be courageous advocates for change are limited. As a result, social action for local, national and global needs are still in an early stage of development. The local church building is used regularly as a venue to celebrate Church festivals and special school services.

RE has prominence within the school curriculum. The leadership of RE is strong and effective. Training across the federation and from the diocese is developing staff confidence in subject specific knowledge. There has been a considerable development of the coverage and sequencing of the learning of RE and of the way it is taught. This means that pupils have an understanding of Christianity and a growing knowledge of different world faiths. Artefacts are used effectively in lessons to support learning. Most pupils enjoy RE and know staff will help them if they find the learning challenging.

The pupils at Nonington are a testament to the way in which the adults inspire and nurture them to fulfil their God given aspirations. It is clear the work this school is doing is transforming lives enabling all within the community to flourish.

Information			
School	Nonington Church of England Voluntary Controlled Primary School	Inspection date	19 July 2023
URN	118688	VC/VA/Academy	VC
Diocese/District	Canterbury Diocese	Pupils on roll	40
MAT/Federation	Federation of Goodnestone and Nonington Church of England Primary Schools		
Headteacher	Vicky Solly		
Chair of Governors	Brian Jacobs		
Inspector	Geraldine Shackleton	No.	C21/22