

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

<b>Monkton Church of England Voluntary Controlled Primary School</b>	Monkton Street Ramsgate CT12 4JQ
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Canterbury</b>
Previous SIAMS inspection grade:	Outstanding
Local authority	Kent
Name of multi-academy trust/ federation	
Date of inspection	17 October 2016
Date of last inspection	2 November 2011
School's unique reference number	118697
Headteacher	Jean Kennett
Inspector's name and number	Jane Garrett 618

### School context

Monkton Church of England Voluntary Controlled Primary School is a small rural school situated in Thanet. There are 107 pupils on roll. The headteacher has been in post for a year. A significant number of pupils come from outside the village. Almost all are from white British backgrounds. The proportion of pupils eligible for the pupil premium is below the national average as is the proportion of pupils with special needs. The school is part of a voluntary collaborative consisting of seven rural schools.

### The distinctiveness and effectiveness of Monkton as a Church of England school are outstanding

- The Christian vision and dedication of the headteacher and governors that has brought about further improvements to collective worship and underpinned the Christian ethos of the school.
- Church, school and community links that provide mutually beneficial support and strengthen the local community.
- Support given to pupils that ensures individual pupils feel valued and nurtured both academically and emotionally.

### Areas to improve

- Information on the school website, so that it evidences activities that take place in both collective worship and religious education (RE), so raising the profile to parents and the general public.
- Ensure that good practice in marking RE is consistent across the school.
- Opportunities for pupils to visit places of worship of other religions in order to gain a greater insight into other faiths.

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

Strong relationships, centred on the key Christian values of trust, friendship, compassion, forgiveness and justice between all members of the school community, mark this as an outstanding church school. Pupils describe their school as being 'respectful, caring, loving and kind'. This view is shared by governors who recognise that this enables all pupils to be nurtured as individuals and thrive academically. Compassion was illustrated when prayers were said for the grandparents of a particular family, also the catastrophe in Haiti. Pupils show their friendship and trust in each other on the playground where all ages integrate and play together. They also know that the ability to forgive and forget is a core element of their friendships. Some older pupils act as Christian Ambassadors maintaining the profile of the school's values by identifying children who demonstrate them. The school supports a number of charities, enabling pupils to show care and compassion for those less fortunate. RE lessons are made fun and assist spiritual development through kinaesthetic learning; such as tasting Jewish food in a lesson on Hanukkah and acting out the parable of the unforgiving servant. Within the context of a mainly white British environment, opportunities to gain first-hand experience of other faiths are limited. The school's environment makes a fantastic contribution to the Christian character of the school and pupils' spiritual development. Displays throughout the building extend into every classroom and proclaim church school distinctiveness. Posters of the school values were made during a vision and values day, helping the school community to reflect on their meaning and the Bible stories associated with them. This has addressed an issue raised at the previous inspection, that values should be explicitly linked to Bible stories and reinforced by using the environment. Further opportunities to provide additional RE days in order to augment the teaching of RE are planned for. School data shows that pupils attain in reading, writing and mathematics at a level that is higher than local and national standards. Attendance and academic achievement are good.

## **The impact of collective worship on the school community is outstanding**

All children, including the very youngest, find collective worship accessible, interesting and enjoyable. The school's vision and values are embedded in the content of worship. An integral part of this provision is the regular visits by clergy from the parish church. The whole school community enjoys worship and the children are knowledgeable about the content. This is because the worship programme is comprehensive, rich in content, varied and thoughtfully planned. Collective worship is a well-judged blend of church calendar events, spiritual and moral themes, and Bible stories. Pupils make creative and evaluative contributions to worship, with a strong emphasis on participation and singing. Prayer is not only a core strand of acts of worship it is also part of the rhythm of school life. For example, grace is said at lunchtime and a prayer said at the end of the school day. Pupils contribute to the corporate prayer life of the school by leading prayers and writing their own. Parents report that their children discuss the content of worship at home and talk about how to apply the school values in their daily lives. Parents are now regularly invited to collective worship. This has been received very favourably and helps them to feel more involved in the life of the school. It has also helped to reinforce the school's values to parents, therefore addressing an issue from the previous inspection. Since then children frequently lead collective worship using a range of media, including drama and power point slides. The development of kinaesthetic activities in worship has also been addressed. Pupils are very familiar with Anglican liturgy through shared responses and traditional prayers such as 'The Lord's Prayer'. Children are often asked challenging questions at the end of worship, encouraging them to think deeply about their faith.

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

The headteacher's vision has been instrumental in driving the importance of worship and the ethos of the school forward. The commitment of the governing body has consolidated the distinctive and effective Christian character of the school by effectively challenging and supporting the leadership to realise this. The vision is strongly shared by the school's leadership, staff, pupils and parents. This has translated core values into an ethos, which underpins the wellbeing of every child and the whole school community. The impact of the supportive ethos and Christian values on teaching and learning has brought about above average overall academic attainment and progress. Governors, staff and pupils help underpin, monitor and evaluate worship. This has led to a change in the format of worship. The governors and leadership team ensure that Monkton is outward looking with an ethos of service, which thereby has a beneficial impact on the parish and the community of Monkton. The outreach and collaborative work in the community includes productive relationships with other church schools, the parish church and the local community. Children sing at a senior citizens lunch club and members of the club often help in school. The issues identified in the previous SIAS inspection focus for development on collective worship and RE have been successfully addressed. These are bound in with the overall developments in the school's Christian distinctiveness and effectiveness. There is some inconsistency in the marking of children's RE books. Some show evidence of developmental marking and opportunities for children to respond to the marking vary. Professional development is firmly in place to support both current and new staff. Arrangements for RE and collective worship meet statutory requirements. From the school's website, it is very apparent that Monkton is a church school. Additional information evidencing the celebration of Christian festivals, collective worship schedules and spiritual activities the school engages in are not evident. Children contribute to Canterbury Cathedral days and this helps them to understand the importance of the national church. Arrangements for RE and collective worship meet statutory requirements.

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