

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Keston Church of England Primary School			
Address	Lakes Road, Keston, Bromley, BR2 6BN		
Date of inspection	18 June 2019	Status of school	Primary academy, VC equivalent
Diocese	Rochester	URN	101643

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Keston is a primary school with 206 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special needs and/or disabilities (SEND) is above national averages. The school is part of an academy trust partnership (the Aquinas Trust). The headteacher is also head of another local school.

The school's Christian vision

'In God's hands, we love, learn and grow.'

To provide all our children with knowledge, perseverance and the imagination to develop their God given talents, living out Christian values in order to live happy, fulfilling and considerate lives. We uphold the right of every individual to learn, be valued and achieve their full academic potential.

Key findings

- The Christian vision, with its associated Bible story on the parable of the mustard seed, is central to the creation of an engaging curriculum and the wide range of learning activities. As a result, pupils of all abilities achieve well.
- Effective collaborative partnerships with Aquinas trust and the other schools within the trust have enabled the school to review and develop its practice, enabling staff and pupils to flourish. However, the school's documentation does not fully reflect its Christian vision.
- Spiritual development is generally secure but opportunities for prayer are underdeveloped
- The high quality pastoral support that pupils, their families and staff receive evidence the vision.
- Worship and RE support the school community in living out the chosen Christian values. This is particularly evident in the respectful, caring relationships throughout the school and how pupils support others. Pupils are articulate in discussions in RE and secure in their leadership of worship. However, not all themes and activities fully engage all pupils in worship and there is an absence of differentiation in the teaching of RE.

Areas for development

- Ensure that the school's policies and self-evaluation documentation explicitly reference the distinctive Christian vision.
- Explore the use of prayer throughout the school to offer pupils wider opportunities to deepen their spiritual thinking.
- Develop the themes and activities within collective worship so that all pupils are fully engaged and involved.
- Ensure that the high level of discussion, both collaboratively and individually, in RE is fully reflected in pupils' work.
- Enable all pupils to reach their potential in RE by differentiating tasks and marking books so that pupils know how to improve their work.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
Inspection findings

The school's vision, together with its associated values, underpins all aspects of school life at Keston, although this is not yet fully reflected in the denominational self-evaluation documentation. Links with the Aquinas trust have a positive impact on the development of staff and consequently on pupil attainment. Regular training programmes across the trust, as well as shared curriculum monitoring activities, ensure that the quality of teaching and learning is sustained and developed. The school improvement plan, reflecting the school's vision, is sharply focused and monitored by the Aquinas trust. Advisors from within Aquinas and the Aquinas Advisory Council (AAC) hold the school to account and provide challenge for the school leadership team. As a result, the attainment and progress of pupils is above national averages and is enabling all pupils to reach their full academic potential. The school is at an early stage of updating all their policies to fully reflect the vision. The key development areas within the previous denominational inspection have been addressed by the school.

The vision is central to the creation of an engaging curriculum. Challenge and big questions are at the core of learning experiences. These enable pupils to develop their imagination and enjoy their time in school. Wider opportunities are provided by visiting theatre groups and trips, as well as the forest school, visits by specialist music staff, sports coaches and a wide range of clubs. These add a vibrancy to the learning and ensure full engagement, as well as fostering spirituality by valuing God's creation in the outdoor environment. Specific curriculum themes and reading materials have enabled pupils to develop an understanding of cultural diversity and problems within the natural world. Problem solving strategies, the introduction of a challenge for every child to run a marathon over a school year and editing stations, where pupils refine their writing task, help to develop perseverance in learning and sport. The school provides well thought out programmes of support for all pupils, including the most vulnerable and those who have SEND.

Driven by the school's vision, pupils have a strong desire to support those who are less fortunate than themselves. They show considerable empathy and compassion for the weak and vulnerable, particularly the elderly and other young people. As a result, pupils have supported a range of local, national and international projects.

Upholding the importance of every individual to be valued, as stated in the school's vision, the school leaders place a high priority on the quality of relationships. Parents, as well as pupils, feel supported and nurtured by an open door policy. All feel safe and confident to speak to staff within the school. A culture of care for the individual has ensured that the mental and emotional health needs of staff, pupils and parents are met. Several staff have been trained in mental health first aid. Pupils are encouraged to seek help from an adult as the need arises which contributes to their wellbeing. Pupils have a strong sense of their part in creating a happy community and are eager to undertake leadership roles. This is demonstrated by Year 6 pupils who buddy a Year R pupil when they start school. Other roles include care for the school hens and membership of the school council. Pupils are encouraged to take ownership of their own behaviour. They are taught skills to resolve problems within friendships at an early stage. They also have wisdom to seek adult help to avoid an escalation of any minor incident. Staff feel supported by the school leaders. A time for reflection for staff, provided by the clergy, also supports their wellbeing. As a result, Keston is a happy community where all are respected and loved.

The school's vision ensures that all members of the school community, whatever their background, gender, learning difficulty, nationality or religion are welcomed and treated with dignity and respect. Pupils welcome the fact that no two pupils are the same and that they support and respect each other. All pupils know that they can share their views and ideas and that these will be heard with tolerance and understanding by their peers and adults.

Collective worship is planned around the Christian values of the school, bible stories, major faith festivals and world events. The local church supports the school well with regular visits by a pianist and clergy. Images from the local church as well as the use of liturgy, some in child friendly language, ensure that the Anglican tradition is known and understood by pupils. A group of pupils are very enthusiastic leaders of worship. They plan and lead worship with commitment and dedication, both in the school building and in the reflection garden. They take pride in sharing the Christian values with the school through bible readings, asking questions and reading prayers. This enables the

school to live well together. Pupil monitoring of worship shows that they would like to experience greater active involvement in the worship led by adults. Pupils have an age appropriate understanding of the Trinity. Pupils value the worship as a time to feel calm and be peaceful. This helps them to manage their feelings and emotions. For example, one parent commented that, 'children learn to find solace in God at difficult times'. There are opportunities for prayer through the school day. Most classrooms have a place for prayer and these are valued by some pupils. However, the opportunities to develop pupils spiritually within these areas are currently limited.

RE is given a high priority within the school. The RE lead is enthusiastic and knowledgeable. She attends diocesan training and works effectively within a team of RE teachers in the Aquinas trust. This means that she offers advice and support to staff as they continue to implement the Understanding Christianity programme. Through monitoring, she is aware of the need to evidence the higher order thinking that is carried out in class collaboratively and individually. RE books currently do not demonstrate differentiation of activity or marking that enables pupils to develop their learning and thinking. Statutory obligations are met and are in line with the Church of England Statement of Entitlement.

Headteacher	Julia Evison
Inspector's name and number	Elizabeth Pettersen 557