



National Society Statutory Inspection of Anglican and Methodist Schools Report

Fawkham Church of England Primary School

Valley Road, Longfield DA3 8NA

Previous SIAS grade: Outstanding

Current SIAMS inspection grade: Outstanding

Diocese: Rochester

Local authority: Kent

Dates of inspection: 4 December 2015

Date of last inspection: 12 November 2010

School's unique reference number: 118592

Headteacher: Mandy Bridges

Inspector's name and number: Steven Gallears 802

School context

Fawkham is a small village school surrounded by countryside, with 107 children on roll. With an intake of only 15 pupils per year, the school is oversubscribed and has waiting lists for all year groups. Only 23% of children come from the village. Pupils are drawn from a diverse socio-economic mix. 15% of pupils come from ethnic minority groups and the number of pupils in receipt of the pupil premium and have special educational needs (SEN) are below the national average. The religious education (RE) leader was appointed at Easter 2014. The school is in the parish of St Mary's which serves 3 other local schools.

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

- The Christian values of the school are fully embedded and they have a significant impact on the lives of the pupils.
- Collective worship is inclusive, engaging and gives opportunities for pupils to reflect and act.
- All leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values which has a positive impact on pupils' achievement, development and wellbeing.

Areas to improve

- Embed structured pupil leadership of collective worship through initiatives like the Leading Lights programme.
- Develop and train staff in order to prepare them for future church school leadership.

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

The school has a set of six core Christian values, which are responsibility, caring, honesty, forgiveness, respect and friendship. These were chosen by all stakeholders and are fully embedded in school life. They are transmitted through worship, the curriculum, in excellent displays throughout the school and in the actions of the staff. Pupils can articulate the values and they use them in their lives, both in and outside of school. They have an outstanding impact on the attitudes and behaviour of pupils. This also results in a trend of high attainment and progress for all groups and in particular those with SEN. Pupils use the values of care and respect to foster excellent relationships with one another. They have a strong moral compass. The school is a warm and friendly community. Parents are very supportive of the school as a Christian community. The values and messages from worship are shared with them in a number of ways. They value the regular and consistent communication from school especially the days when they are invited in to share their children's learning. Celebration of achievement is a crucial part of the school's ethos. The school organises regular acts of worship celebrating pupil work which are well attended by parents and other stakeholders. These showcase the God-given talents of the pupils and highlight the school's Christian values. Pupils are given numerous opportunities to explore the diversity of British life. Visits to Christian and places of worship of other faiths are embedded in the curriculum. The school has also developed an excellent faith in action programme which gives pupils an understanding of their local, national and international community. The RE curriculum is broad and balanced which results in the pupils having a good understanding of Christianity and of other cultures and faiths. A year 6 pupil said she enjoyed RE "because it is fascinating to learn about other faiths". Pupils are excited, enjoy and are challenged by their RE lessons. They are encouraged to think deeply about a range of issues, for example, in a year 5/6 lesson, the pupils were exploring commitment and one pupil challenged his peers by posing the question, "Is all commitment right?". In a year 1/2 lesson, when discussing Christian baptism, a pupil said that "Baptism provides a spiritual change". RE together with other areas of school life is having a significant impact on the spiritual, moral, social and cultural (SMSC) development of pupils.

The impact of collective worship on the school community is outstanding

Collective worship has a significant impact on the lives of pupils. All pupils and staff are actively engaged in and enjoy worship. Behaviour in worship is outstanding. Worship offers time for meaningful discussion, reflection and prayer. It inspires pupils and gives them opportunities to talk about their relationship with God. Worship is distinctively Anglican through the use of greetings and dismissals, collects, set prayers and Christian symbols. Regular visits to the church for services on special occasions reinforces this Anglican identity. A rich and varied programme of worships have been planned which cover an excellent range of Christian teachings and the church year. It is inclusive and diverse. Collective worship has a significant impact on the lives of pupils. Each act of worship leaves pupils with a 'thought for the day', linked to the school's values which helps them to shape their behaviour. The introduction of structured pupil leadership of worship (the Leading Lights programme) has begun to have an impact on pupils. Pupils in the Leading Lights group plan and deliver fortnightly worship and are always at hand to support the other pupils. The worship programme gives pupils opportunities to explore and gain an understanding of God as Father, Son and Holy Spirit. Pupils can articulate this concept and can give examples from biblical stories. Many stakeholders, including staff, pupils, the incumbent and governors, are involved in the planning, delivery and evaluation of worship. This results in a programme which fits the needs of all stakeholders. Numerous opportunities are given during worship and throughout the school day for spiritual reflection and prayer. Pupils are keen to offer prayers and understand that this is their unique connection with God. One parent said that, during a recently family bereavement, her family was supported by the school and that the prayers offered by the whole school community had a significant impact on the family's wellbeing.

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

Established, effective and dedicated Christian leadership is in place at all levels. Children and staff feel safe and support one another. This leads to good standards of achievement, excellent attendance and a common sense of purpose. The headteacher provides inspirational leadership and has transformed the school's ethos over the past 3 years. A strong and committed team is now in place. A recently appointed RE subject leader has raised the profile, status and attainment of the subject in the school. There is a collective sense of 'doing our best because we are children of God'. Stakeholders fully articulate what it means to be a member of the Fawkham family in relation to its Christian values. Insightful, robust and effective self-evaluation is in place. All leaders have a clear understanding of where the school is and what it will need to do to improve even further, based on a set of clearly defined Christian principles and the quality of the self-evaluation. The school and its leaders play a central role in the local community. The school has not formally provided staff development and training in order to prepare them for future church school leadership. The school is an active member of a local Church of England schools' partnership and regularly takes advantage of staff training specifically relating to its church school status. Relationships with parents, the local church, the diocese and the wider community are outstanding and plentiful. Governors provide an effective strategic and operational support and challenge for the school. They are very visible and regularly contribute to whole school life, both formally and informally. They know the school and can articulate the views of pupils. RE and collective worship meet statutory requirements. The area for development for the previous SIAMS report has been fully met.

SIAMS report December 2015 Fawkham CE school Longfield DA3 8NA