



National Society Statutory Inspection of Anglican and Methodist Schools Report

Christ Church Church of England Primary Academy

Brockman Road
Folkestone
Kent
CT20 1DJ

Previous SIAMS grade: good

Diocese: Canterbury

Local authority: Kent

Date of inspection: 19 November 2014

Date of last inspection: 9 February 2010

School's unique reference number: 139309

Headteacher: Jim Kreiselmeier

Inspector's name and number: John Ross 476

School context

This is a larger-than-average sized primary school with 415 pupils on roll. Most pupils are drawn from central Folkestone and the surrounding area. The proportion of pupils from minority ethnic groups is above average. The proportion who speak English as an additional language is above average. The school is a member of the Folkestone Ethos Church Schools' Partnership. It converted to become an Academy in March 2013. The local church, Holy Trinity, is awaiting the appointment of a new vicar.

The distinctiveness and effectiveness of Christ Church Church of England Primary Academy as a Church of England school are good

- This school displays Christianity in action, exemplified through its service to a diverse community, including to those who are vulnerable and disadvantaged
- Excellent relationships at all levels, based on Christian love, ensure a climate for learning which enables pupils to develop academically, socially and spiritually
- The regular involvement of pupils in planning, leading and evaluating collective worship enables them to show responsibility within this important area of the school's life
- Dedicated, committed Christian leadership of the headteacher, senior staff and foundation governors drives Christian distinctiveness which enables pupils to flourish

Areas to improve

- Create an outdoor reflective space in order to provide pupils with opportunities for spiritual development outside lessons
- Provide development opportunities for all staff and governors to understand church school distinctiveness in order to provide future leaders of church schools.

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

Pupils can readily articulate what makes their school distinctively Christian. They refer to values such as compassion, forgiveness and friendship and explain how these influence their behaviour and relationships. Such excellent relationships, based on Christian love, contribute strongly to a learning environment which is joyful, calm and productive. Christian values are implicit throughout the life of the school and pupils can offer illustrations of how several such values relate to gospel teaching. The school is currently consulting with all stakeholders to identify a smaller number of core values, which will become central to the school's ethos. The school environment makes a strong contribution to pupils' spiritual development. There are attractive and colourful reflection areas in every classroom. Pupils talk of using these areas as a focus for prayers and collective worship in class. Inside the building there are crosses, Bible verses, prayers such as the Lord's Prayer and Christian symbols prominently displayed, which reinforce the school's Christian distinctiveness. There is no dedicated outdoor reflection area for pupil use. The school serves a considerable number of pupils and families that are disadvantaged. School leaders regard it as part of their Christian duty of service to provide practical and loving support for everyone within its community, including those who are vulnerable or harder to reach. This includes additional language support, family counselling and, where necessary, financial support for school activities. There are collective and individual measures in place to promote good attendance and punctuality which are having a positive effect. A well-attended weekly youth club on site caters for both current pupils and older students, many of whom previously attended the school and are keen still to belong. The behaviour policy is rooted in compassion and forgiveness and the belief that everyone deserves a fresh start. The school has been successful in modifying the behaviour of and retaining some difficult to manage pupils. Religious Education (RE) makes a positive contribution to the Christian character of the school. It also helps pupils to understand and respect the beliefs and practices of others, both in the local community and globally. As a successful response to the last inspection, staff training in RE and assessment procedures promptly took place. The school, through its Christian character, contributes well to pupils' spiritual, moral, social and cultural development (SMSC). For example, many pupils participate in the wide range of clubs and activities on offer. Also, the school has many international links, including one in Kenya and several in European countries, promoting an understanding and respect for diverse communities. Pupils and their families are generous in supporting local, national and international charities. Care for other communities has been recognised through the International Award and Eco-Schools Award.

The impact of collective worship on the school community is good

Collective worship occupies an important place in the life of the school. Pupils and adults engage with worship and are keen to participate. There is a clear link between collective worship and pupil behaviour and relationships within and outside the school. For example, a Year 3 class were observed considering the story of the Good Samaritan. They were challenged to demonstrate throughout the day how they could show love for God's Kingdom and the people in it. Many pupils, parents and staff do not come from an existing Christian background. Nevertheless, collective worship is wholly inclusive. While unapologetically Christian, it enables everyone to attend and participate while maintaining integrity in their own beliefs or lack of them. So at times of prayer everyone is invited to keep still and reflect, and make it their own prayer if they wish to. A particular strength is pupil involvement in the planning, leading and evaluation of collective worship. A team of pupils from Years 4, 5, and 6 meet regularly with senior staff to plan worship and they then take a leading role themselves in its presentation. This has been a successful response to a recommendation from the last inspection. However, this opportunity has not yet been extended to the younger classes. Collective worship makes a good contribution to developing pupils' spirituality. Prayer and reflection are central, both in whole school worship and in classrooms. Visitors from the

church regularly lead worship and the whole school visits the church for special services, strengthening pupils' understanding of the Anglican tradition. Pupils know about some of the major Christian festivals and saints' days in the church's year. They have an age-appropriate understanding of God as Father, Son and Holy Spirit.

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

The headteacher is strongly committed to a vision based on Christian love and service to the whole community. He is very well supported by senior staff and the governing body. Recent appointments have strengthened this. There has been a recent focus on raising standards of achievement for all pupils, with considerable success. This is because every individual is valued and cared for. Governors know the school well and provide challenge and support. A link governor regularly monitors collective worship and RE and reports back to the full governing body. The school celebrates its multicultural community where many languages are spoken. The school has a good reputation for looking after those from other countries and cultures, such as its large Czech community. A recent 'International Event' was held in school, with food and music from various different countries represented within the school community. This social event was successful in strengthening relationships between school and home by bringing parents into school and breaking down perceived barriers. Parents are always made welcome in school. A recent survey indicates high levels of parental satisfaction. As a successful response to the previous inspection, there is regular and ongoing consultation with all stakeholders regarding self-evaluation as a church school. Collective worship and Religious Education are led very effectively by the recently appointed deputy headteacher, a statement of intent as to the importance of these areas of school life. The school has recently promoted development opportunities for all staff and governors to understand church school distinctiveness but over time this has been limited. Developing leaders for church schools of the future has not been a priority until recently. The school meets statutory requirements for collective worship and RE. Good links continue with the local church, which is currently without a vicar. School facilities are used by Christians of other denominations and members of the Muslim community. The Diocese of Canterbury has provided much valued advice, training and practical support. There are close links with other church schools, through the Folkestone Ethos Church Schools' Partnership. All issues from the previous inspection have been successfully addressed. Development planning indicates leaders have a strong intention to increase the school's effectiveness through its Christian distinctiveness.

SIAMS report November 2014 Christ Church Church of England Primary Academy, Folkestone CT20 1DJ