

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Crockham Hill Church of England Primary School | |
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| Address | Crockham Hill, Edenbridge, TN8 6RP |
| 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 |
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| <p>Sowing the seeds to give our children the best possible start to the rest of their lives</p> <p>Matthew 13: 1-8 Parable of the Sower of the Seeds</p> |
| Key findings |
| <ul style="list-style-type: none"> • The school's strong Christian vision of sowing the seeds, known and understood by all, underpins the daily life of the school and drives decision making at all levels. There is a deep-rooted commitment to the growth of pupils and staff, regardless of need, ensuring that all flourish. • Monitoring of the vision and self-evaluation by leaders at all levels is carefully planned and effective, resulting in school improvement. • The school has a clear understanding of children's spiritual development and staff are developing in confidence at being able to provide both planned and spontaneous opportunities. There is further work to be done to embed this fully. • The carefully designed religious education (RE) curriculum provides progression and ensures pupils do well in their learning. Pupils' understanding and knowledge of major world religions is less developed than that of Christianity. • Rich and broad experiences in collective worship provide pupils and staff with opportunities to reflect which impacts on their daily lives. There are not a wide enough range of opportunities for feedback. |
| Areas for development |
| <ul style="list-style-type: none"> • Further strengthen and build on the approach to spiritual development to enable all pupils to articulate ethical and spiritual issues. • Broaden opportunities for pupils in RE in order for them to develop greater knowledge and understanding of other major world religions and worldviews. • Embed and expand strategies for the evaluation and improvement of practice in collective worship. |



Inspection findings

Crockham Hill is a school deeply committed to the nurture and wellbeing of the pupils in their care. The embedded Christian vision told through the story of the biblical parable of the sower is owned by the whole community. Inspired by nurturing leadership, staff and pupils actively demonstrate a desire for everyone to grow into the best versions of themselves. Governors and parents speak of the positive impact this parable has on adults and pupils flourishing. Pupils talk delightedly about being the seeds, with the school helping them to be the best they can be so they can thrive into the rest of their lives. Leaders have ensured the Christian vision drives all aspects of strategic planning, policy and procedure. Governors and school leaders thoughtfully monitor all aspects of the school's vision providing effective challenge and support leading to school improvement.

Leaders' knowledge of church school effectiveness has been enhanced through accessing high quality training from the Diocese of Rochester. This has impacted positively on school improvement. A strong relationship with the church and local community provides reciprocal support in many aspects of school and village life. The church leads school collective worship each week and the church has use of school facilities for 'Messy church'. Both staff and parents speak highly of the nurturing culture of the school driven by the vision of the sower of the seeds. Parents and staff describe how they feel listened to and supported. Stemming from the vision, staff describe how they see themselves as learners alongside the children. They value the many and varied opportunities for professional development which enable them to blossom.

Inspired by the school's vision to 'sow the seeds to give pupils the best start', leaders have designed a broad and rich curriculum. Pupils talk enthusiastically about their learning and how it challenges them to think deeply. Whole days focusing on different aspects of the curriculum, such as science or music, expand the curriculum offer, providing pupils with memorable experiences in working with others across the school. Vision-led decisions ensure a wide range of extra-curricular opportunities, including educational visits, residentials and visitors, are carefully planned. Projects, including the Fiver Challenge, litter picking and working with the NSPCC, give pupils the platform to begin to develop an understanding of how they can challenge problems and injustice. This allows pupils to have a growing understanding of courageous advocacy. Thoughtfully planned curriculum opportunities to appreciate diversity and difference, regularly provide pupils with the chance to address stereotypes and broaden their understanding of the world.

Supported by the Christian vision, relationships at all levels are characterised by compassion and respect. Pupils behave well and demonstrate care for one another. Staff, pupils and parents use of zones of regulation provides a strategy for all to flourish, including those with special educational needs and disabilities, having a demonstrable impact on all. Considered and individualised support for pupils, such as play therapy and counselling, has a positive impact on outcomes. This allows all to thrive, giving them the best possible start to their lives. Good mental health and wellbeing is a priority along with academic progress thus ensuring a focus on the growth of the whole individual. There is a sound understanding of children's spiritual development by staff with both planned and spontaneous opportunities across the curriculum. While some older pupils are beginning to be able to grasp and talk about these spiritual opportunities, this is not consistent across the school.

Collective worship is a highly valued part of the busy school day with staff and pupils enjoying the time together. Parents expressed appreciation of the online offer during the pandemic saying that it gave them time together as a family and made them feel safe. Planning from the diocese adapted by the collective worship lead allows the school's vision to be lived out

through the themes delivered across each term. Pupil worship leaders take an active role in planning, delivering and supporting worship. The opportunity for all Year 6 pupils to lead weekly celebration worships and the prized pupil roles as 'Leading Lights' demonstrate the high status of worship within the school community. Worship is inclusive and invitational with opportunity for sung worship, discussion, story and prayer. The use of 'I wonder' questions create moments of calm giving pupils time for personal reflection. There are opportunities for reflection during the school day, as well as in worship. Pupils value the prayer spaces in their classrooms and around school. Leaders use evaluations of collective worship by pupils and staff to support improvements in this aspect of school life. This is not fully developed.

RE has a high profile in the school and pupils develop well in their RE learning. The subject is led by an enthusiastic RE leader who engages with training and support from the diocese. Reflecting the growth of the seeds in the biblical parable, the school is active in supporting the growth of staff with all teachers being well supported in RE planning and assessment. The carefully planned curriculum fulfils the RE statement of entitlement ensuring all pupils, regardless of whether they are in a single year group or mixed year group class, benefit from a rich RE provision. A secure assessment system is in place enabling teachers to support the pupils' next steps in learning.

The big question at the start of each topic provides a focus point helping pupils make links in their learning. Pupils know how to respectfully convey their point of view using prepared sentences openers to show where they agree or disagree. This enables pupils with special educational needs and disabilities (SEND) and those deemed to be vulnerable pupils to share their understanding better. Most pupils talk enthusiastically about their work in RE commenting that it helps them reflect on what they believe while respecting the beliefs of others. While pupils' knowledge and understanding of Christianity is good, this is not as strong for major world religions and worldviews.

Crockham Hill is a school where the flourishing and nurture of all is at the heart of everything. The 'soil' is rich here providing a strong foundation and having a significant impact on the lives of families and staff.

| Information | | | |
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| School | Crockham Hill Church of England Primary School | Inspection date | 17 March 2023 |
| URN | 118615 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Rochester | Pupils on roll | 137 |
| Headteacher | Lisa Higgs | | |
| Chair of Governors | Chris Sadler | | |
| Inspector | Sarah Alexander | No. | 2108 |