CHURCH OF ENGLAND
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National Society Statutory Inspection of Anglican and Methodist Schools Report

Speldhurst Church of England Voluntary Aided Primary School
Langton Road
Speldhurst
Tunbridge Wells
Kent
TN3 0NP

Diocese: Rochester

Local authority: Kent County Council

Dates of inspection: 25 June 2014

Date of last inspection: 29 June 2009

School's unique reference number: 118607

Headteacher: Mrs Stephanie Hayward

Inspector's name and number: Mrs Patricia Martin NS105

School context

The school is located in a village community close to the church. It takes children from the village itself and the surrounding area. Its catchment area is predominately white-British. The school has very low numbers of children with English as an additional language. Free school meals and Special Educational Needs are below average. The school became Voluntary Aided in 2004. The present headteacher joined the school in 2010, since its last inspection.

The distinctiveness and effectiveness of Speldhurst Primary School as a Church of England school are outstanding

- The core Christian values form part of the fabric of the school and their very obvious impact inspires pupils to succeed
- The whole of the leadership and management team know their school very well and strive for excellence
- Collective worship provides the heartbeat of the school

Areas to improve

- Review the assessment tasks set for Religious Education so that assessment tasks enable pupils to reach the appropriate level from the eight point scale and that assessment procedures are consistently followed across the school.

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

The core Christian values of the school (Love, Honesty, Forgiveness, Respect, Perseverance and Stewardship) support and motivate the pupils to achieve the very best they can in all areas

of life. Academic attainment is outstanding. Pupils make outstanding progress because the school has robust monitoring and tracking systems which lead to appropriate support interventions as and when required. Pupils confidently discuss spiritual and moral values because great emphasis is placed on their understanding and application. For example, two children who find it difficult to get along, have recently explored the reasons for this and the impact their behaviour towards each other has had on their feelings. As a consequence of living-out forgiveness and a attempting a fresh start, they are learning to respect one another and their relationship is improving. The school, church and village form a mutually supportive community. Outstanding strategies have been employed to widen the pupils' understanding of diverse cultures. The effective link with a school in inner London has enabled pupils to reflect on diversity and one child expressed the view that, "all children are the same underneath, even if they have different coloured skin." This link, together with a close relationship with a school in Tanzania, has inspired pupils to think about all the things they have taken for granted and as a result they have collected books and materials to send to Tanzania. Pupils enjoy school, and consequently their attendance is very good.

The impact of collective worship on the school community is Outstanding

Pupils speak enthusiastically about worship. They explained that learning about the person of Jesus helps them to think about their own lives and actions. They are keen to participate in the planning and leading of worship and the 'Leading Lights' programme has furnished them with the relevant skills to enable them to do this. The engagement of pupils in worship is outstanding because school worship is relevant to their experiences and they are able to contribute their thoughts and ideas. Worship is wholly Christian and the programme of worship deepens pupils understanding of The Trinity; God as Father, Son and Holy Spirit. All members of the school community are regularly consulted about worship. Their views are taken seriously and acted upon. For example, the pupils expressed their opinion about the music that was played before and after worship and the range of hymns they sang. Consequently a greater variety of music is used. All classrooms have a prayer corner or a reflective area which reminds the pupils of the presence of God in the midst of their busy lives. Prayer is a strong feature of school life and many pupils use it as a means of developing their personal spirituality. The 'Leading Lights' have planned and created a spiritual garden for use by their peers. They 'man' this quiet area and ensure that it is well kept. The recent addition of a 'weaving' wall has enabled pupils to contribute personal thoughts and prayers. Spiritual development is outstanding.

The effectiveness of the religious education is Good

As a result of consistently good and outstanding teaching and learning, the achievement of pupils in RE is good. Pupils enjoy the subject because they are offered a range of learning activities and experiences. They are encouraged to think and to reflect and this has produced confident, articulate and thoughtful pupils. Their work illustrates the breadth and depth of their learning which is illustrated in the probing questions they ask. RE follows the Rochester Diocesan scheme of work which promotes quality RE with an emphasis on the understanding of the Christian faith. Assessment in RE is in place but greater staff confidence is needed in levelling work and designing challenging activities which stretch the learning of pupils. Leadership and Management of RE is good. The RE co-ordinator has good subject knowledge which enables her to effectively support teaching across the school. Tracking and monitoring of the subject is good and supports pupil achievement.

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

The Christian vision of the school has been recently reviewed and a revised Mission Statement agreed – "Growing into all God wants us to be." Outstanding Leadership and Management

have ensured that all stakeholders have been involved in this process. The school's core Christian Values of Love, Honesty, Forgiveness, Respect, Perseverance and Stewardship are made explicit throughout the school. They are explained in a way that enables children to articulate them and talk about how they influence their lives. This very successful sharing of values has engendered a strong sense of community. Religious education and collective worship meet statutory requirements. Areas for development identified in the last inspection have been addressed. A robust Development Plan, led and monitored by a group of governors, secures effective impact. The teachers are provided with appropriate professional development which furthers their skills and enables them to develop their careers and share their experience with other schools thereby contributing to potential Church school leadership. The links between the Church, the school and the village are very strong as a result of outstanding relationships. The school provides a shining example of servant leadership.

SIAMS report June 2014 Speldhurst CE Primary School, Tunbridge Wells, Kent TN3 0NP