Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Langafel Church of England Primary School				
Address	Main Road, Longfield, Kent, DA3 7PW			
Date of inspection	8 November 2019	Status of school	Voluntary Controlled Primary School	
Diocese	Rochester		URN	118711

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 Judgement	**The impact of collective worship**	**Grade**	**Good**

School context

Langafel Church of England Primary school has 320 pupils on roll. The majority of pupils are of White British heritage and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs is high and well above with national averages. The school has a resource provision (SLIC) for 25 pupils with Autistic Spectrum Disorder as their primary need on their educational health care plan. Over the past year there have been significant periods of absence within the senior leadership team. There is now a full complement of staff in place.

The school's Christian vision

We believe in the potential of every child regardless of background or individual needs, as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

Key findings

- The strong leadership of the school, along with the supportive and hardworking governing body, ensure that school policies, development plans and budget decisions are clearly driven by the school's distinctive Christian vision and biblical narrative.
- The SLIC resource, nurture class and therapeutic interventions make a transformational impact on the whole school community, enabling all to flourish academically and emotionally.
- Every child's unique personality and potential is recognised and celebrated through the curriculum, which is meticulously planned and tailored to suit the needs of each child. However, opportunities for spiritual development across the curriculum are not sufficiently well identified.
- Pupils are prompted to reflect on and consider the impact of biblical teaching on their own lives through acts of collective worship that are truly inclusive of all. Regular opportunities for personal prayer are not embedded, therefore, pupils are not able to talk about the value of prayer in their own lives.
- Religious Education (RE) is passionately led by the new RE leader. Pupils ask and answer big questions, whilst exploring their views about a range of religious traditions. For some pupils, opportunities to be challenged and think more deeply within RE lessons is limited.

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Areas for development

- Develop the strategic role of the new RE leader in order to enable all staff, from across the school, to teach RE to a high standard and with confidence.
- Continue to develop a whole school shared understanding of spirituality which impacts on curriculum design and the personal development of all.
- Extend pupils' awareness and value of personal prayer in formal and informal contexts.

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 parable of the lost sheep is the heartbeat of Langafel Church of England Primary School. Like the ninety-nine sheep in the story, every individual is known, truly valued, nurtured and celebrated for who they are. When one member of the flock becomes 'lost', individualised support is quickly put in place to ensure no one is left behind. As one pupil said, 'When I get lost in my work, I know someone will come and help me.' Langafel is a supportive and inclusive environment, where learning is tailored to the cohort of children within it, providing both challenge and scaffolding where needed. Therefore pupils from across the school, make good progress, from whatever their starting point, across the school both academically and emotionally.

All aspects of school life are rooted in the school's distinctive Christian vision, which drives and shapes both policy and practice. Governors talk passionately about the work the school does to live out their vision as well as explaining how it influences their discussions and decisions at a strategic level. Through their monitoring and collaboration with the leadership team, governors work tirelessly to ensure all areas of school life run effectively. The headteacher has built partnerships with other local schools which mutually benefit all involved. Due to the long-standing reputation locally for its transformational work with pupils with additional needs, staff are regularly invited to share their experience and expertise with others. This is a clear outworking of their Christian vision, as by sharing good practice in this way, pupils and staff outside of Langafel have the potential to flourish as much as those inside.

Brave budget decisions made by the leadership team, to fund additional staff, a nurture class and therapeutic care have raised the aspiration and transformed the mental health of staff, pupils, and their families. Highly skilled and dedicated staff do whatever they can to remove learning barriers for each pupil through a range of interventions. The positive impact of this can be seen in the behaviour, attendance and progress of the most vulnerable pupils. The implementation of the Thrive programme, through tailored sessions, has given pupils a structured language to describe their behaviour and name their feelings. As a result, relationships between staff and pupils have been strengthened, as pupils feel safe and know they belong to a community where they will be listened to. Parents and carers of children from across the school explain that staff always go above and beyond to listen to them and provide a holistic education and care for their child.

Forgiveness is at the centre of the school's behaviour policy. Clear boundaries and the understanding that there is always a fresh start, results in pupils who are respectful and behave well across the school. At times, difficult decisions have had to be made to support individual children whose behaviour has not followed the school's expectations. These decisions are always driven by the child's best interests and wellbeing, reflecting the school's Christian vision and associated values.

The vision of the school has been the driver in creating a curriculum which is both engaging, broad and balanced. Through inspiring launch days and creative activities, pupils are provided with a wealth of experiences to widen their local and global view of the world. However, opportunities for pupils to develop their spirituality through all curriculum areas is limited. In order to further develop and critique the school's curriculum provision, the new curriculum leader will undertake a peer to peer review. This is a necessary step in ensuring the curriculum is a reflection of the school's distinctive Christian vision and enabling all to flourish through it.

Worship is an expression of the school's Christian vision and is an important part of school life. Priority is given to the planning and structure of worship to ensure that it is inclusive of all. As a result, every member of the school community feels safe to be in the worship space and is able to engage with and reflect on the biblical message being shared. However, the ongoing impact of these messages on the lives of the pupils and staff is underdeveloped. Pupils speak positively about worship, especially when they are given the responsibility to lead class worship. Some pupils contribute to worship by writing and leading prayers. There are many opportunities

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to reflect and pray around the school, through creative and dedicated reflection spaces. However, many of these are under used and the impact of them is not clear. This is attributed to the confusion between reflection time given to pupils when they need 'time out' and the use of the word reflection when also thinking about prayer. Consequently, pupils' understanding and value of personal prayer is limited.

Since taking up the post, the RE leader has benefitted from training from the Diocese and support from the leadership team, all of which has provided a smooth transition into this new role. There are clear action plans in place to develop staff expertise and provide equal opportunities for all in RE lessons. A new streamlined assessment system, developed by the RE leader, will support teachers in gauging accurate progress of pupils across each term. Due to changes in staffing, not all pupils flourish academically through the teaching of RE. As a result, some pupils are not being challenged enough to think deeply through the task set, questioning or feedback from the teacher. An inclusive learning environment in RE, has created a safe space for children to talk about and develop their own opinions, whilst respectfully listening to the views and thoughts of others. One pupil commented, 'People I have learnt about in RE helped me reflect on being a better person.' An innovative link with a school in Hungary, may provide the pupils with a deeper understanding of how the Christian faith is lived out in ways that are similar and different to Christians living locally.

The school has dealt with emotionally sensitive situations regarding staff absence and illness. At times, a huge amount of grace has been needed to move on from these. This is testament to the strength of character of the headteacher and the chair of governors, whose leadership is a true reflection of the school's Christian vision. The impact of staff illness has shaken the whole school community, yet it chose to respond positively by uniting together, raising awareness and large sums of money to support local charities.

Headteacher	Catherine Maynard
Inspector's name and number	Rebecca Swansbury
Quality assurance	Lyn Field 151

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