



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Tenterden Church of England Voluntary Controlled Junior School

Recreation Ground Road  
Tenterden  
Kent  
TN30 6RA

**Previous SIAMS grade:** Satisfactory

**Current inspection grade:** Good

**Diocese:** Canterbury

Local authority: Kent

Dates of inspection: 09 March 2015

Date of last inspection: 20 July 2011

School's unique reference number: 118671

Headteacher: Gillian Guthrie

Inspector's name and number: Jane Garrett 618

#### School context

Tenterden is a larger than average junior school serving the local community and its surrounding area. The majority of pupils are from White British backgrounds and join the school from the adjacent infant school. The school has a lower than average number of special needs and pupils receiving free school meals. The infant school is a community school. Both schools combine to work in close partnership as the Tenterden Primary Federation and are led by the executive headteacher. The last Ofsted inspection in 2013 graded the school as good.

#### The distinctiveness and effectiveness of Tenterden as a Church of England school are good

- The excellent relationships and the behaviour of the pupils.
- The links between the school and parish church.
- The introduction of the school values and their impact.
- The RE leader's positive and enthusiastic impact on the teaching of Religious Education.

#### Areas to improve

- Put in place strategies for the assessment and developmental marking of RE.
- Ensure the Christian values permeate all aspects of school life.
- Improve pupils' spiritual and cultural development by providing more opportunities to learn about faiths and cultures other than their own.

- Develop the Trinitarian doctrine as a thread that weaves through worship.

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

The school is marked by the pupils' exemplary behaviour and the excellent relationships with one another. Children respect one another's viewpoints. One child explained that any problems were swiftly dealt with by staff. School systems are in place such as a 'fun club' so that no child is ever alone. Children are encouraged to look after and care for each other. The six Christian values of the school were introduced at the start of the academic year. These are each linked to a Bible story. The pupils enthusiastically tell the stories that each value is linked to. The core values have become part of the school's 'golden rules'. However the values are not yet embedded so as to permeate across the whole curriculum. Results in Maths and English have improved and are now broadly in line with the national average and above the national average in writing. There is some under achievement particularly in Maths. This is being addressed through swift identification of pupils and interventions that are measured for impact. This includes the individual mentoring of pupils by teaching staff. From observing lessons and looking at examples of work from pupils across the school, it is evident that the RE curriculum contributes to pupils' social, moral, cultural, and spiritual development and standards are at least in line with national expectations. Opportunities to explore other faiths and cultures are somewhat limited, so children do not have a real insight into multi-cultural communities living alongside one another. The Religious Education (RE) lessons observed provided exciting and engaging learning activities that helped children to apply Christian teaching. A year six lesson on prayer provided space for drama. As part of this, one child spontaneously picked up a Bible and found an appropriate passage to share. A year four lesson on the temptation of Jesus gave a practical example for the children to resist eating marshmallows until the end of the lesson. Part of the Lord's prayer on temptation was referred to and one of the school's values – endurance. The school council decides which charities to support and how this should be achieved. This means that pupils have involvement in the school's fund raising and their success is evident as over four years the school has raised £13,000 for a variety of charities including Cancer Research and Great Ormond Street.

### **The impact of collective worship on the school community is good**

Strong links with the infant school mean that year two pupils attend worship in the junior school for key Christian festivals and during the Summer term, thus preparing them for transition in September. Pupils understand worship as an important part of the day when they can pray and quietly reflect. They talk enthusiastically about collective worship and the importance it plays in their lives. One child said that the purpose of worship was to make us more like Jesus. Pupils enter the hall in a quiet and reflective manner and are attentive. There are few opportunities for pupils to lead in worship through prayers, Bible readings and music. Stories are linked to the Bible for example; the creation story. Year three had written a class prayer that was read by a member of the class. There are prayer areas in each classroom for children to write prayers or express their thoughts. The church team leads worship weekly, so children are familiar with them. Pupils look forward to the vicar leading worship, and they say that he makes it fun for everyone to join in. Pupils therefore have a good understanding of Anglican liturgy and the Christian year. They are familiar with a range of prayers and Anglican responses, and use these confidently. They greatly enjoy worshipping in church at festival times and these services are very well attended by parents. As yet pupils do not have a clear understanding of the Trinity. The leadership are aware that this is an area for development. Worship is based on the Diocesan scheme, both school and church staff use this thus giving continuity to worship. Pupils, governors and staff evaluate worship and this has started to inform future planning.

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

Since the last inspection the school's Christian character has been made more explicit through the distinctive Christian values and vision that have started to permeate through the life of the school. Thus underpinning the nurturing of the Christian faith in its pupils and providing good support for pupils' well-being. This is evident in the day to day organisation of the school and in the good relationships among adults and pupils. But as yet, the school policies do not reflect their Christian values. The governors are closely involved in the work of the school informed through their 'learning walks' in the school and their involvement in formulating the School Improvement Plan. The strong partnership with the church, the parents, and the community creates a warm welcoming Christian ethos that ensures everyone feels valued and cared for. Some staff are also members of the church and PCC, thus making the work of church and school almost seamless. For example, the church has established a messy breakfast, a food bank and credit union. These initiatives have had a positive impact on some families from school therefore supporting children's learning. The RE leader is proactive and successful in bringing about improvements to teaching. Monitoring and assessment and marking procedures are in their infancy in RE. Training is in place for teachers, ensuring that the school is well placed to support its future needs as a church school. The headteacher has benefitted from working with colleagues of local church schools, this has helped to strengthen her vision for the school. Community cohesion is seen as a collective responsibility and pupils are encouraged to take part in local services including the Remembrance Day town service. Children feel safe at school and they know that their voice will be heard.

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