



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Cudham Church of England Voluntary Controlled Primary School

Jail Lane, Westerham,  
Kent, TN16 3AX

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese:** Rochester

Local authority: Bromley

Date of inspection: 3 March 2015

Date of last inspection: 7 December 2009

School's unique reference number: 101646

Headteacher: Jackie Tranchina

Inspector's name and number: Pamela Draycott 161

#### School context

Cudham is a small, popular Church of England voluntary controlled primary school. It shares its site with a pre-school overseen by the governing body. In recent years the school population has risen by 38% and close links with the parish church have been re-established. Pupils, including the more vulnerable, achieve well. Most pupils come from White British backgrounds. Around 8% come from families who attend church outside of their involvement with school.

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

- The school's explicit Christian ethos and values are clearly expressed. These support and drive its service to pupils and their families
- The worship programme and religious education (RE) support the school's Christian ethos and the spiritual, moral, social and cultural (SMSC) development of pupils well
- The school is outward-looking and values partnerships with others reflecting its sharing philosophy
- Relationships with the parish church are strong and have improved significantly since the previous inspection

#### Areas to improve

- Increase the involvement of pupils in planning and evaluating the school's worship life by implementing plans to develop a worship committee.
- Work proactively with church schools in the locality in order to further opportunities for mutual support and professional development within a broad Christian context.

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

Standards are at or slightly above national expectations and on an upward trend. There is some variation in outcomes in different year groups which is linked to its small cohorts. The progress that pupils make, including the more vulnerable, is consistently at least good with some making excellent

progress. This is rightly recognised as an expression of the school's Christian foundation. The school's Christian character has a high profile and consistently shapes its work. The school strives to help its pupils become confident, caring and well-educated individuals who love learning and achieve positive success. Consequently, their academic and personal wellbeing is taken seriously. The school's six core Christian values have been reviewed within the past two years. They are love, friendship, compassion, truthfulness, forgiveness and community. They are well linked to biblical teachings. Staff and pupils can discuss them confidently. The school is a friendly, happy and caring community where pupils are able to succeed and achieve. Behaviour is excellent and is underpinned by mutual respect and the school's Christian values. One pupil said, 'We love each other because that's what Jesus expects of us'. Attendance is good. Pupils feel listened to, valued and safe in school. There is a calm, reflective and supportive learning environment in which pupils are able to confidently share ideas and thrive. The mixed age pattern of classes is very well established and successful. It leads to a carefully planned curriculum which focuses on meeting the needs of all pupils in line with the school's Christian values. Pupils respond very well to the good opportunities for spiritual, moral, social and cultural development provided. Pupils see their involvement in charitable giving very much as an outworking of the school's Christian teaching because, 'God wants us to care for others'. Worship and RE make effective contributions to the school's Christian ethos. In RE, pupils recognise the importance of learning about the beliefs and practices of Christianity and of other world faiths. 'Learning about other religions is good because it helps you respect others.' For example, a recent visit by Year 5 and 6 to the Gurdwara (Sikh place of worship) enabled pupils to learn about the similarities and differences between Christianity and Sikhism. It also encouraged pupils to think about the significance of religious faith for themselves and for others.

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

Worship takes place daily. It is well planned and focused on the school's Christian values and major Christian festivals. Diocesan guidance is well used and adapted to meet school priorities and the needs of pupils. Biblical stories, especially about the life of Jesus, and Christian teachings play an important part in the delivery of worship. This supports pupils well in developing their knowledge and understanding of Christian belief based on biblical teachings. Pupils, parents and staff have positive attitudes towards worship which is valued and enjoyed. As one pupil said, 'Collective worship is one of the things that shows this is a church school. It helps us reflect on God and on spiritual things.' Pupils have an age-appropriate understanding of God as Father, Son and Holy Spirit. They participate well in worship through, for example, leading dramas linked to a theme or biblical story, writing and saying prayers and singing Christian hymns and songs. The role of pupils in planning and evaluating worship is less well developed. This has been recognised and plans are in place to introduce a worship committee to increase the planning, participation and evaluation of collective worship by pupils. However, this has not happened yet. The good quality and variety provided through worship in school and periodically in the parish church has a positive impact on pupils' spiritual and moral development. As one pupil said, 'Our collective worship helps us to pray to God and to think about others in need. The worship programme is extended through regular celebrations of the Holy Communion either in church or in school. This is developing pupils' understanding of the symbolism and importance of the Holy Communion in Anglican worship. Elements of Anglican worship such as lighting a candle, using an opening and closing Christian greeting and saying the Lord's Prayer are well established. Displays focusing on the church, prayer and on Christian values in the hall enhance the worship environment. Worship is explicitly Christian and inclusive of those of other faiths and of none. Pupils behave appropriately in worship and recognise that it is a special time when they can reflect and pray. Staff are present during worship and find it provides 'space' in the business of the day. A quiet garden, a prayer tree and displays in classrooms support reflection on spiritual, religious and moral issues.

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

The headteacher leads the school with insight and dedication. She is passionate about the importance of the school's Christian foundation in supporting and serving the pupils. She is well supported in this by her assistant head, other colleagues and governors. The school's motto is explicitly Christian and inclusive, 'We are all part of God's family; we will try our best, and love, respect and care for others as

Jesus teaches us'. It is clearly displayed and known by staff and pupils. Together with the school's Christian values, it acts as a key driver for school improvement. Governors are appropriately supportive and challenging of the school's work. Key issues from the previous denominational inspection have been well addressed. There is a detailed and mainly accurate self-evaluation of the school as a church school. The school's involvement in a partnership with other church schools in the area, the Aquinas Trust, has developed since the previous denominational inspection. It has been a catalyst for church school development. It has provided opportunities for the school to work collaboratively with others as well as supporting staff in understanding what it means to work in a church school. The school is on the brink of formalising this link and is confidently looking forward to moving on to the next stage of its development. Diocesan support is much appreciated and effective use is made of training opportunities for staff and governors within the context of church school education. Links with other small schools in the area are also productive in supporting staff development and moderating the quality of pupils' work. Positive links with the church have been re-established. The Vicar is a foundation governor and regularly involved in school life. His active involvement is appreciated by staff, pupils and parents. They value the support and Christian focus which his presence provides. Parents see the school as a caring and inclusive community that puts their children at the heart of its work based on its Christian values. They appreciate the moral and religious teaching provided. Arrangements for worship and RE meet statutory requirements. Both areas are ably led and managed by the headteacher. Assessment in RE has been a focus recently. This has led to some improvement in pupils knowing what they need to do to make progress in their work. However, this is not consistently applied across the school.

SIAMS report March 2015. Cudham Church of England Voluntary Controlled Primary School, Jail Lane, Westerham, Kent, TN16 3AX