



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hythe Bay Church of England Primary School	
Address	Cinque Ports Avenue, Hythe, CT21 6HS

School vision
<p>Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.</p> <p>"We should love people not only with words and talk but by actions and true caring." 1 John 3: 18</p> <p>Our vision is to be a Spirit- filled community where every individual flourishes and is respected. Our Christian values allow us to be an inclusive school which, through our learning, strives to give everyone life in all its fullness.</p> <p>Within our local and global culture of continuous learning and reflection, we aim to deliver a broad and ambitious curriculum to all children in our care.</p> <p>Everything we do is underpinned by our Christian Values: love, compassion, tolerance and forgiveness. The parable of the Good Samaritan encompasses all of these values for us.</p>
School strengths
<ul style="list-style-type: none"> • Leaders have a very clear understanding of the deeply embedded Christian vision and associated values. These influence all decisions they make and how they respond to the needs of the community. • The curriculum has been designed with the school's Christian vision at its heart. As a result, all pupils feel respected and flourish. • The school's vision maintains a key focus on inclusivity. It creates exceptionally harmonious, respectful and supportive relationships. As a result, all are enabled to live well together in a caring and nurturing environment. • The strong, mutually beneficial partnership between the church and school, enriches the life of both and the wider community. • The school's approach to religious education (RE) provides valuable opportunities to explore bigger questions. It makes a valuable contribution to pupils' commitment to inclusion.
Areas for development
<ul style="list-style-type: none"> • Extend opportunities for pupils to explore questions of justice and think deeply about global inequality. This is to support their understanding as to how they can influence positive change. • Further develop pupil leadership opportunities in collective worship. This is so they feel greater ownership of applying the schools biblical vision in their everyday life.

Inspection findings

From the heart of Hythe Bay, a warm welcome is offered to all. The vision of a church school family rooted in love, tolerance, forgiveness, and compassion is treasured by all members of the community. It is the powerful driving force behind the decision making of leaders at all levels. It inspires staff to work with dedication and determination, as well as pupils to live well together. Pupils actions demonstrate the values 'when we show someone love, tolerance and forgiveness'. Parents and carers express their love for the school and the support they receive. Dedicated, committed and driven leaders at all levels model compassion toward one another. As a result of this, pupils and adults in the school flourish and the school community is one that thrives.

Leaders' actions, guided by the vision, have built upon the strengths of the school. Rich and varied continuing professional development (CPD) has supported staff in implementing successful change. However, sensitive leadership has also ensured that staff workload has been carefully managed. This has supported their well-being and enhanced the sense of value, belonging and fulfilment. Consequently, staff are committed to ensuring the school continues to live up to its Christian vision and values.

Pupils are proud of their school and share ownership of the vision and values. They appreciate the support they get from the adults in school and from their peers. Pupils are confident, showing willingness to express their own opinions and to listen to the viewpoints of others. They have a deep understanding of fairness, equity and the celebration of difference, thus embodying the school's vision. Where pupils have been given the opportunity to lead, they have done so with responsibility, vigour and a keenness. This is seen during bi-weekly 'RotaKids' committee meetings. However, wider opportunities to transform this enthusiasm into practical action, beyond raising money, are more limited. Therefore chances for social action, led by the pupils have not always been identified and fully realised.

Behaviour is very good throughout the school, characterised by an understanding of difference and a respect for others. Pupils demonstrate high expectations of themselves and their peers. This results in a happy and supportive learning environment. Pupils celebrate differences within their friendship groups and demonstrate a mature attitude. They are listened to and supported in school. Inclusion is at the heart of all decisions school leaders make. In line with the schools' vision, leaders review learning, maintaining high standards for all pupils. This results in a consistent positive attitude towards learning across all age groups. Hence, all pupils, including the most vulnerable and those who have special educational needs and/or disabilities (SEND), and those considered vulnerable flourish. Leaders are creative in their approach of offering the wider curricular activities to the school community. Regular beach school activities expand pupils' understanding and ownership of their local outdoor environment. Hythe Bay develops leadership skills amongst its older pupils through a range of roles and responsibilities. This enables them to develop their passions and interests. Older pupils are positive role models for their peers and other pupils. They relish opportunities to be active buddies for younger pupils.

Collective worship, whether gathered as a whole or as individual classes, plays a central part in the life of the school. It is valued by all. Pupils learn about God, Jesus, values, morals and biblical stories. Worship is planned well and is supported by clergy in partnership from the local church. Pupils make clear links between different stories and bible teaching. Together with parents, and staff, they engage with worship eagerly, especially singing. Demonstrating the school's theologically rooted vision, pupils show their love for one another within actions. The 'signing choir' regularly leads praise worship. Embodying the schools' values, they regularly sing and sign for the local community.

Leaders are mindful of pupils' wide range of faiths. As such, collective worship is intentionally engaging and inclusive. Key Christian values are celebrated. Everyone is invited to partake and many frequently volunteer. Each class regularly shares their learning through worship time. Parents appreciate invitations to special worship events both in school and in the local church. Governors, including the local clergy, actively support school leaders in evaluating worship. Pupils and their families deepen their understanding of the Christian values through acts of worship. However, pupils are not always actively involved in planning, leading and evaluating. This limits the impact of collective worship and pupils' understanding of different styles.

Opportunities for spiritual development are planned throughout the wider school day. Pupils see the awe and wonder in life's rich experiences. For example, scientific learning about space enables pupils to see and question their position within the world. RE is an important part of the school curriculum and the leadership is strong and effective. Considered sequencing of the curriculum ensures it is effectively taught. Leaders attend diocesan training. CPD for all staff develops their confidence in subject specific knowledge and pedagogy. Leaders including governors ensure that RE is well resourced, it provides opportunities for spiritual development through Bible stories. As a result, pupils' recall and understanding of Christianity is strong. They benefit from a wide range of topics and learning approaches in lessons. Pupils learn about world faiths and beliefs. This supports their understanding and enables them to appreciate the views of others. Pupils are able to discuss and disagree well. Tolerance and compassion are modelled by all throughout their discussions.

The school values reverberate through all work. They are seen in the genuine care shown by staff at all levels for each other, day to day and in difficult times. Vulnerable or disadvantaged pupils and their families are welcomed and nurtured. They are inspired by the dedicated support and encouragement given by the school to their children. Leaders provide compassionate guidance to families in need. Parents and carers are heard and work in partnership well with the school. Staff have a great depth of knowledge about each and every pupil. This ensures that all needs are met and supported well to be the best they can be.

Hythe Bay understands its role within the community, offering all an opportunity to lead by actions not just words. It shines clearly through in the daily life of the school, driven by the determination of leaders that all will flourish together.

These inspection findings indicate that Hythe Bay Church of England Primary School is living up to its Foundation as a Church School.

Information			
Inspection date	2 February 2024	URN	131020
VC/VA/Academy	Voluntary controlled	Pupils on roll	279
Diocese	Canterbury		
MAT/Federation			
Headteacher	Carolyn Chivers		
Chair	Luke Haisell		
Inspector	Geraldine Shackleton	No.	2244