



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Kingerswell Church of England Voluntary Controlled Primary School

Coffinswell Lane
Kingskerswell
Newton Abbot
Devon TQ12 5HN

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Exeter

Local authority: Devon

Date of inspection: 6 May 2016

Date of last inspection: 5 May 2011

School's unique reference number: 113398

Headteacher: Rachel Miller

Inspector's name and number: Andrew Rickett 201

School context

Kingskerswell is larger than the average size primary school with 331 children. It is set in a large village. Children are from a range of socio-economic backgrounds. The majority of children come from a white British heritage. The proportion of children with learning difficulties and/or disabilities is below the national average as is the number entitled to receive the pupil premium. Attendance is broadly in line with national expectations. Children enter the school with attainment generally below national averages. Building work was completed in 2015 to accommodate the rising numbers entering the school. This has included a new hall.

The distinctiveness and effectiveness of Kingerswell as a Church of England School are good

- Christian values are firmly embedded in the life of the school and make a difference to the children's personal development and learning.
- Collective worship contributes to the children's growing awareness of how Bible stories help them to make the right choices in life.
- The leadership and management have ensured that the distinctive Christian ethos has developed since the previous inspection and now has greater meaning and purpose.

Areas to improve

- Develop the children's spiritual awareness by agreeing a shared understanding of how reflection contributes to their wellbeing in their personal development and in their learning.
- Develop the understanding of Christian values so that children acquire a language through which they can express their thoughts and ideas in greater depth.

- Develop the role of all leaders and managers, including governors, by acquiring the skills to enable them to be more involved in monitoring and evaluating the impact of the distinctive Christian ethos.

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

The school provides children with a good range of opportunities to reflect during the school day. The use of philosophy books to record their responses from class discussions together with greater emphasis on spiritual, moral, social and cultural (SMSC) development gives children a range of ways to respond. The recent introduction of a Reflections Book in each classroom is beginning to give children the opportunity to respond to pictures that are often linked to a specific Christian value. Some of the comments from children show that they are using the language of values to explore their thoughts and ideas. This is at an early stage and children do not always have the words to help them articulate their ideas in depth. The extent to which there is a common understanding of what reflection means by adults and children, and how it links to their growing spirituality, is not clear and therefore links between the various opportunities for reflection and the children's personal development have not been fully explored. The school has embedded a set of six core Christian values that are well known to children who can explain that they make a difference on the life of the school in terms of how they impact on relationships. They know that values such as forgiveness and trust help to create an environment in which they feel safe and secure and make good friends. There is a high level of respect among children and adults and an appreciation for the differences in backgrounds among the school community. Values have some links to the school's 'Learning to Learn' attributes and, wherever these links are appropriate, they enhance the children's learning and are contributing to the improvements in standards. Current data indicates that children's attainment is at least in line with national expectations across the school. Children have a good understanding that modern Britain is a multi-cultural country and are developing their knowledge of Christianity as a world faith which is celebrated in many different forms around the world. Religious education (RE) makes an important contribution to this. Children respond well to RE and engage in these lessons with enthusiasm. As with the opportunities to reflect, RE contributes to this but again, this has not been fully explored.

The impact of collective worship on the school community is good

Collective worship is good because children regard this as one of the main ways through which they express what it means to be a church school. For example, they appreciate that acts of worship are times when the school comes together to sing songs about God, to learn about Jesus from the Bible and say prayers. Acts of worship therefore have elements that make them distinct times in the school day. Children have a good understanding of the symbolism of some of these elements. For example, older children could clearly explain that the lighting of a candle represented Jesus as the light of the world. Some had the maturity to explain how Jesus acts like a light to guide them on the path by making the right choice between good and bad. They have a growing appreciation of the Christian belief that God is Father, Jesus His Son and talk of the Spirit as part of them that 'somehow gets inside you' and 'talks in your mind' to tell you 'how to be good'. Children have a good understanding of the purpose of prayer and how they can pray. Younger children say that prayer is a way of talking to God and know that they can say thank-you, ask for help and say sorry. Older children say that God listens to everyone's prayers, 'whether they believe or not' because 'God loves everyone'. Children find it more difficult to put into words how prayer can help them and what it means when they say that 'God is in our hearts'. They do not yet use the language of values to help them find their own answer to these questions. Collective worship is thoroughly planned with clear links to Christian values and Bible teaching. There are informal opportunities for children to reflect about the messages they hear although these are not used to gather their responses that could contribute to an evaluation of the impact of worship. Children have good opportunities to be involved in worship through participation in setting up the hall and contributing to special services. They have fewer opportunities to plan and lead acts of worship.

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

The headteacher is very well supported by other key staff, including the deputy headteacher and RE leader, in improving the impact of Christian values. This has given the distinctive church ethos greater strength as there is a clearer sense of purpose and meaning to what it means to be a church school. The school has made good progress since the previous inspection. Leaders have a good understanding of the current expectations of the inspection framework and have accurately evaluated their effectiveness as a church school. Moreover, the headteacher and her team clearly articulate what needs to be done to continue to develop the distinctively Christian ethos. The school has put in place measures to improve the academic performance of children and these are proving to be successful in raising standards. Coupled with this has been an emphasis on ensuring that the recent building and refurbishment to accommodate rising numbers went smoothly. During these changes, the extent to which all members of leadership and management, particularly governors, have been involved in monitoring and evaluation as a church school has not been as well developed. Procedures to regularly gather high quality evidence of the impact of the Christian ethos have not been firmly established. The commitment of the school to its ethos is reflected in the completion of the Diocesan aspiring headteachers programme by the deputy headteacher and the importance given to leadership of RE and collective worship. The school has close links with the local church through the role of the vicar and regular support from members of the church community. The vicar has a long standing association with the school and is a familiar figure to children and their parents. He regularly leads acts of worship and supports the school and its families in a pastoral capacity. Children and their parents regard the church as part of the life of the school. They say that the celebration of major Christian festivals in the church brings the school community together and helps them understand the real meaning of festivals such as Easter and Christmas. Parents say that their children talk about the Christian values at home and that this has made some of them think more deeply about their own ideas and beliefs. The school meets the statutory requirements for RE and collective worship.

SIAMS report May 2016 Kingkerswell CE VC Primary School Newton Abbot TQ12 5HN