



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### **Kingsdown and Ringwoud Church of England Voluntary Controlled Primary School**

Glen Road, Kingsdown, Deal, Kent CT14 8DD

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Canterbury**

Local authority: Kent

Dates of inspection: 29 June 2016

Date of last inspection: 11 July 2011

School's unique reference number: 118690

Headteacher: Jo Hygate (executive headteacher) Rose Cope (head of school)

Inspector's name and number: Virginia Corbyn 86

#### **School context**

Kingsdown and Ringwoud primary school is a smaller than average primary school. The number of pupils entitled to pupil premium funding is below the national average. The number of pupils with special educational needs (SEN) is also below the national average. Almost all pupils are from white British backgrounds. A few pupils come from families who regularly attend the local church, with a number attending other churches in Deal. The school is led by an executive headteacher, who has responsibility for two primary schools, in partnership with a non-teaching head of school. In January 2016, the school was judged as outstanding by OfSTED.

#### **The distinctiveness and effectiveness of Kingsdown and Ringwoud as a Church of England school are outstanding**

- School leaders have a very clear focus on helping all stakeholders to understand the impact of Christian values on the learning and progress of pupils.
- The school's Christian values give pupils a confident understanding of themselves as part of a learning community which reflects and thinks deeply.
- The prayer life of the school supports the spiritual development of all its members very well.
- The fruitful and energetic partnerships that ensure that school leaders are open to change and to challenge have moved the school forward as a church school.

#### **Areas to improve**

- Develop ways of enabling parents to worship as part of the school community on a regular basis alongside their children.
- Ensure that the pupils' higher level thinking in religious education (RE) is captured, especially in books, so that progress is more clearly demonstrated.

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

A clear set of Christian values, based on biblical teaching, informs all that the school does for and within its community. These values are based on 'faith': forgiveness, aspiration, interdependence, trust and humility. They have driven school improvement, resulting in strong and sustained progress for all pupils. All vulnerable groups, including those with SEN and in receipt of the pupil premium, make similar levels of progress as all other pupils, from their starting points. Attendance is high because pupils enjoy coming to a place where 'you treat others as you want them to treat you' in the words of one of the pupils. The core values are firmly embedded, modelled and lived out by staff and governors. Behaviour throughout the school day is excellent. One pupil said that the way that someone would recognise that this is a church school is 'the way we act on the playground' in reference to the school's Christian values. Parents are confident that the school provides a strong and much needed moral framework for their children, as well as an understanding of the importance of prayer. Pupils readily explain how they are able to apply the values in lessons. They explained the interdependence which enhances their learning and pointed towards an attitude of humility which reminds them that nobody is better than anyone else in their class. Relationships at all levels are characterised by mutual trust and respect as seen, for example, in the RE lessons in all of the classes visited. Spiritual development is extremely well nurtured across the curriculum, where pupils are encouraged to think and to reflect regularly. This is further embedded through the prayer life of the school which is rich and varied, and which punctuates the daily life of the school. Thoughtful comments by pupils are displayed prominently throughout the physical environment, not just for RE, but across many curriculum areas. RE lessons promote deep thinking, with pupils using 'peaceful' and 'helping me to reflect' to describe their RE learning. Pupils understand that RE helps them to understand Christianity better but also to respect others who may hold different beliefs and who may come from a variety of cultures.

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

Worship is biblical and supports pupils in their knowledge and understanding of the importance of Jesus to Christians. One pupil described worship as the time when, 'We hear God's word and then we can spread it'. The school's Christian values lie at the heart of worship and this has helped to embed them within daily life and experience. These values provide the basis through which worship is fully inclusive and ensures that the school community can apply these values effectively. A range of leaders of worship, including the local incumbent, provide different perspectives and approaches which make worship engaging for pupils. All pupils participate in worship in a number of ways especially through excellent responses to questions and through their personal reflections. In addition, there is a 'spirituality group' made up of key stage 2 pupils which regularly leads worship. This group is also effective in monitoring and evaluating worship. It is instrumental in keeping the profile of prayer high across the school. This means that all pupils know how to offer their personal prayers in class prayer boxes and that some of those prayers will be used within collective worship. The spirituality group organised an interactive prayer day in partnership with the local incumbent in the church which helped pupils to deepen their personal spirituality through the theme of friendship. Termly worship in church, including for the major Christian festivals, allows parents to worship sometimes with their children. There are no other opportunities for parents to regularly share regularly in daily worship. There is an increasing focus on God as Father, Son and Holy Spirit which can be articulated well, especially by older pupils.

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

The executive headteacher, ably supported by the head of school, has set high expectations for the whole community. Together with other leaders of the school and the whole staff team, they

have ensured that every child aspires to follow the example set by Jesus. School staff, governors and senior leaders are committed to the best outcomes, both academically and personally, for every child. This means that pupils make outstanding progress in their learning and in their personal development. Leaders' accurate self-evaluation of the school ensures that it knows itself well and responds positively to change and challenge adapting its SIAMS action plan accordingly. The recommendations from the previous denominational report have been fully addressed. The profile of RE is high. Training offered through the Deal Ethos Company has resulted in increased staff confidence in the teaching of RE. This subject is well led with high and consistent expectations of teaching and of learning, including for assessment. However, the full breadth of thinking expressed in pupil interviews is not apparent in their recorded work for RE. Statutory requirements for RE and worship are met. The spiritual support offered by the incumbent within the school community is strong, with staff speaking about an increased understanding of their own spirituality. This is an outward looking school, supporting and nurturing its staff at all levels through many local and diocesan partnerships. The executive headteacher has been encouraged by her governors to successfully support another local church school in difficulty. She is also a director of the Canterbury diocesan multi-academy trust which provides an important way of working with other church schools to reflect and to take action on the policy and practice which are moving this school forward.

SIAMS report June 2016 Kingsdown and Ringwould VC primary school, Kingsdown, Deal CT14 8DD