

The Royal Kent CE Primary School

Oakshade Road Oxshott, KT22 0LE	
Current SIAMS inspection grade	Good
Diocese	Guildford
Previous SIAMS inspection grade	Outstanding
Local authority	Surrey
Date of inspection	15 June 2018
Date of last inspection	12 June 2013
Type of school and unique reference number	Voluntary Controlled 125143
Headteacher	Katie Hancock
Inspector's name and number	Rosemary Appleby 749

School context

The Royal Kent CE Primary School is smaller than the average primary school with 212 on roll. The headteacher and deputy headteacher were appointed in January 2015 and January 2018 respectively. The number of pupils eligible for free school meals is below the national average as is those with special educational needs and/or disabilities and most pupils come from a White British heritage. Attendance is above national average. Since the previous inspection there have been significant changes in the composition of both the governing body and staff.

The distinctiveness and effectiveness of The Royal Kent Primary School as a Church of England school are good

- The many pupil leadership groups, including the pupil Christian ethos group 'Ignite', provide a wide range of opportunities for pupil voice to be heard and increase pupil confidence and esteem.
- There is a strong ethos of nurture which is underpinned by Christian values and results in the school community feeling that they are all valued and part of a family.
- Passionate and enthusiastic leaders are committed to the promotion of the school's Christian ethos and have some systems in place to monitor its impact.
- There is a strong effective partnership with the church, where the school and parish church are seen as one and this enriches the spiritual life of the community.

Areas to improve

- Ensure that pupils' understanding of Christian values and virtues is secure so that they can articulate how the virtues and values impact on their lives and how they link to stories from the Bible.
- Strengthen the process of self-evaluation as a church school through increased formal monitoring of all aspects of the school's Christian distinctiveness, gathering robust evidence of how the Christian character impacts on all learners.
- Ensure that worship planning involves a range of members from the local community, including clergy, so that worship contributes to the everyday life of the school community.

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

The Royal Kent CE school provides a high level of nurture and care to its school community and lives out its mission statement of 'Learning for Life' which is linked to the biblical reference; John 10:10; 'I have come that they may have life and have it to the full'. The school is viewed by stakeholders as providing a holistic education where the Christian values of community, dignity and respect underpin the life of the school. This is evident in the inclusive and positive caring relationships across the school community and the good behaviour seen around the school. Parents value the fact that their children are 'supported and encouraged on their Christian journey'. They praise the 'loving and supportive environment' of the school where academic achievements are important and 'enhanced by Christian values and virtues'. The school's 18 chosen Christian values have recently been linked to 4 virtues of wisdom, hope, dignity and community. The school has compiled a helpful document to illustrate how the values contribute to each virtue. The virtues have been linked to biblical references and key Bible stories to support leaders in implementing this new initiative. One pupil told the inspector that the virtues were chosen because 'Jesus had all the virtues in him'. The virtues were launched in school in January 2018. Because of this recent introduction, pupils are not consistent or secure in their understanding of the virtues and some confuse them with the values. Therefore, pupils find it challenging to articulate how the values and virtues impact on their own lives. The values and virtues are displayed in many areas around the school and in newsletters. The school publishes detailed leaflets about each Christian value for parents and this promotes a shared understanding between school and home. The school effectively provides an inclusive environment where the needs of all pupils are met. The Christian ethos contributes to pupil achievement and the school has ensured that standards have risen and in July 2017 school data indicates that in all key stages attainment was above national expectations. Parents say that at home their children enthusiastically talk about prayer, worship and religious education (RE). The school inspires pupils to talk about Christian beliefs both within and outside of school and to ask questions. An emphasis on the importance of living a life of integrity based on personal beliefs, alongside a style of teaching that which encourages reflection, ensures that RE has an effective impact on the spiritual, moral, social and cultural (SMSC) development of all learners. Pupils learn about Judaism, Hinduism, Sikhism, Buddhism and Islam in RE and through this work they develop compassion, empathy and respect for other cultures. They know that learning about other religions is important and teaches understanding and an open-minded approach and links to the virtues of wisdom and community. Learning about the cross as a key Christian symbol provides opportunities to discuss the values of hope, forgiveness and humility and different Christian crosses around the world. Pupils enjoy RE and understand that the subject is important because it helps you to know about different ways of worshipping so that you respect others. Pupils understand that giving money to charity, such as 'Sal's shoes' (where they sent their own shoes to Syria and Zambia) links to the values of hope and community and helps others less fortunate than themselves. Some members of the school community are not yet confident in articulating the school's shared definition of spirituality. However, reflection areas in each classroom, Easter and Christmas workshops at the church and prayer spaces in the environment appropriately extend opportunities for quiet reflection. Displays and Christian artefacts around the school, such as an Easter display celebrating Christianity as a worldwide faith, make a good contribution to SMSC. They provide an environment which reflects the school's foundation and as a result frame reflection in a Christian context. This has a positive impact on pupils' SMSC development.

The impact of collective worship on the school community is good

Collective worship is a special and distinct time in the school day when Christian values, linked to biblical references, are effectively reinforced. This ensures that the vision, values and virtues of the school remain central to the life of the school community. Pupils are actively engaged and most are respectful through participation in all elements of worship such as reading Bible stories, singing, reflection time, and praying. Pupils know that worship 'can teach them 'the right thing to do'' and 'when you celebrate God it helps you to love the people around you'. The person of Jesus Christ is evident in collective worship. One pupil said that this helps him to 'follow Jesus and be more like him'. Pupils have some opportunities to develop their understanding of the Trinity and some can name God the father, God the son and the Holy Spirit as being important. Learning about the Trinity does not feature on the current assembly themes and is therefore underdeveloped. Aspects of Anglican worship such as the structure of gather, engage, respond and send are well established. A cross and candle reinforce Anglican tradition and pupils know that candles are lit because Jesus is the 'light of the world'. Worship is enriched through contributions from clergy and the youth pastor from the local parish church of St Andrew. The community from St Andrew's delivers exciting worship through using the 'Open The Book' approach where Bible stories are acted out. The school community enjoys and values this contribution. The school has purchased books which present the 'Open the Book' stories and this enables pupils to consolidate their knowledge of biblical material. Clergy teach RE to each class over the year. This can be in school or in the church. After the Reception class had visited the church one pupil wrote 'thank you for our lovely school and lovely church' expressing his enjoyment of the visit that contributes to an effective RE curriculum. The Baptist Missionary Society has also led worship. This

increases learners understanding of a range of Christian traditions. Prayer has a high profile in the school. The church community has developed prayer spaces and each class has a reflection area where they can write prayers to place in the prayer net in the hall or in their class prayer book. Pupils know prayer is important 'because we get to know God better'. Pupils are aware of biblical material and some can talk about the messages from God in these stories. However, they are less secure when relating biblical material to their own lives. The collective worship leader and youth pastor use material from 'Values for Life' to plan content for collective worship. Leaders have monitored and evaluated collective worship as discreet items, governors attend every service in church but collective worship is not yet developed as a full 'subject'. Therefore, evaluation does not yet inform future planning and improvement or feed into a strategic improvement cycle as well as it could. The pupil spiritual committee *Ignite* provides a focus for pupil voice and they have begun to evaluate worship. Pupils are confident when writing prayers for their weekly class worship.

Services are held at St Andrew's church at the beginning of the school year, Harvest, Easter, Christmas and the end of school year. In addition, there is a service for Year 6 leavers at Guildford Cathedral. These services all effectively reinforce Anglican tradition and provide an alternative setting for worship.

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

There is a clear sense of commitment to the Christian foundation of the school from leaders at all levels who articulate their aspirations for the school as a church school. Leadership is driven by the school's mission statement 'Learning for Life' which is underpinned by the school's values and virtues. However, there has not been sufficient time since their implementation for leaders' to evaluate the impact of these virtues or how pupils are linking them to their own lives. The leadership team work enthusiastically and actively promote the Christian distinctiveness of the school. Staff work as a team and are wholly supportive of the Christian ethos and values of the school. RE is valued across the school and the RE leader has attended subject network meetings and training on the new Guildford Diocesan Guidelines and training for those new to RE leadership. This has impacted positively on her ability to support staff across the school. The RE leader presents reports to governors to ensure that they are fully informed about the development of RE. The collective worship leader has started to write action plans for collective worship but has yet to report to governors to ensure that they are fully aware of recent and current developments. Leaders have informally monitored some collective worship but, as this is not regularly carried out and is not formal, evaluation of this monitoring does not provide robust evidence to inform future planning and improvement. However, leaders have undertaken learning walks which provide some information about the quality of class worships and feed into the collective worship action plans. The school has addressed the key issues from the previous inspection. As a result, they have established and embedded quality spiritual experience for pupils which includes Easter workshops in partnership with St Andrew's Church. Partnerships with the local church community are good, mutually enriching, and are effective in bringing a greater understanding of Anglican life. Clergy from St Andrew's lead worship and provide Bibles to both Reception year and Year 6 leavers. Governors are enthusiastic and committed to the Christian ethos of the school. The Christian ethos has sustained and supported leaders while building the capacity of the governing body and during a turbulent time in leadership. Governors make visits to the school and church services. They have a five year plan to strengthen their strategic partnership with the school. However, governors' visits regarding Christian Distinctiveness are mostly informal and although some are discussed at governors' meetings the evidence trail through minutes of these meetings is not robust enough to illustrate impact or improvement of the Christian character of the school. In addition, a lack of formal evidence gathering, such as discussions with pupils, has resulted in leaders not being secure regarding the extent of the impact of Christian distinctiveness on the school community. The school has an appropriate plan for the future development of the school's Christian character included in the current school development plan. During interviews, candidates are questioned about their commitment to the school's Christian distinctiveness to ensure that the school appoints staff committed to promoting a Christian ethos. Parents and speak warmly of the school where their children are 'Learning for Life'. The arrangements for RE and collective worship meet statutory requirements.