



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

West Kingsdown Church of England (Voluntary Controlled) Primary School

Fawkham Road
West Kingsdown
Sevenoaks, Kent
TN15 6JP

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Rochester

Local authority: Kent

Dates of inspection: 17 June 2015

Date of last inspection: 22 April 2010

School's unique reference number: 130948

Headteacher: Sonia Phillips

Inspector's name and number: Steven Gallears (802)

School context

West Kingsdown is a smaller than average primary school. The majority of pupils are of White British heritage. The next largest group of pupils is of Romany or Gypsy heritage. In 2014, the school did not meet the current government floor standards. However, the moderated teacher assessments for 2015 show a vast improvement. A small percentage of families attend St Edmund's church on a regular basis. A new incumbent took up post in July 2014. A new Religious Education (RE) and worship co-ordinator has been in post since September 2014.

The distinctiveness and effectiveness of West Kingsdown as a Church of England school are good

- Core Christian values are established and are an integral and fundamental part of whole school life.
- Collective worship encourages profound spiritual development and is valued by all members of the school community.
- The headteacher and her team have a clear vision and mission for the school and they know the school as a church school well due to good self-evaluation.

Areas to improve

- Fully implement, develop and monitor new initiatives to encourage the development of prayer and spirituality with all stakeholders.
- Develop more opportunities for all stakeholders to be involved in the planning, delivery and evaluation of collective worship so that all are actively engaged in all aspects of worship life in school.
- Share the clear Christian vision and mission with all stakeholders as clearly and as often as possible so that all are aware and are part of this vision.

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

In a short period of time, the schools core Christian values have been established and pupils talk about them confidently. Most pupils can link these values with key Christian stories and teachings and understand how they impact on everyday life. Pupils feel that these values have impacted on their attainment and on their behaviour for learning. Attainment for the current year 6 pupils has significantly improved. The school is expecting over 80% of pupils to meet government targets. This is evidenced by moderated teacher assessments. There are opportunities for pupils to appreciate and experience the diversity of the world including celebrations of Chinese New Year and Diwali celebrations. Pupils are given numerous opportunities both in RE and throughout the curriculum to explore world faiths. Pupils enjoy their RE lessons. They are proud of their work and enjoy opportunities to 'think deeply' in RE. The school's distinctive Christian character and its values are discussed in RE lessons. RE makes a positive contribution to pupils' spiritual, moral social and cultural development (SMSC). Pupils work well together in lessons; they have opportunities to discuss important moral questions and explore their own and others' beliefs and cultures. The school has recently implemented several strategies to develop the SMSC of all pupils including a prayer initiative called 'Thank you, Sorry, Please'. These strategies are starting to have impact but they have not been monitored and all stakeholders are not fully aware of them. The effectiveness of some of the new initiatives has not been evaluated. Pupils are happy to talk about and are proud of their faith and their spiritual journey.

The impact of collective worship on the school community is good

Collective worship has a high profile in the school. All members of the school community see it is an important part of school life. Behaviour and engagement of worship is good. Pupils enjoy worship; they understand that they must behave well and show respect to one another. Many are active during worship and want to join in, they particularly enjoy choral worship. At present, pupils have some involvement with the practical aspects of worship such as setting up the music. They have limited involvement in its planning, delivery and evaluation. Worship follows a regular pattern and is distinctly Anglican. Pupils are comfortable with this and they like the fact that it has a recognisable structure. Opportunities are given in worship for prayer and reflection. A particular strength of worship is that pupils are invited up to offer their own prayers. This gives them a unique connection with God. They are keen and eager to share their prayers with each other and with God. Initiatives such as the prayer area 'trust stop' are having impact. For example, two pupils were seen using this prayer space and both were eager to share their prayers. One said that their prayers went into the box and then "Reverend Sarah sent them to God". The school has responded to the area for development from the previous SIAS inspection. The school environment has been improved to encourage greater reflection and opportunities for spiritual development. Classroom prayer spaces are valued and well used by the pupils. One year 2 pupil said that he could go to the prayer area "even when lessons were taking place". Pupils have a clear understanding of the Trinity. This has been developed in the RE curriculum, in worship and in extra-curricular activities like the '5 UP's' club. There are no formal systems in place for the monitoring and evaluation of worship.

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

A key strength is the "vision and mission" as a Christian school offered by the headteacher and by her senior team. Leaders can articulate this shared vision and they are relentless in their pursuit of this mission. This is starting to be shared by all stakeholders, but this needs to continue to filter through so that all can see and own this shared vision. This vision is supported by accurate self-evaluation and by clear action planning. It is very evident that the leaders know their school and know exactly what is needed next to develop the school as an outstanding Christian community. Recently introduced initiatives such as the trust stop and

formal assessment in RE will improve current 'very good' practice. Areas for development from the previous SIAMS report have been addressed. The school has made good decisions regarding the curriculum planning for RE and the planning for worship using the Diocesan schemes as their foundation. Both of these meet statutory requirements. Governance is effective. The governors play a key strategic role in the school and hold the headteacher to account. They are also able to work closely with the headteacher and her team as a 'supportive friend'. They regularly monitor and evaluate the school as a Church school. They see its Christian distinctiveness as integral and fundamental to all that the school does. However, they have not completed specific training on church school distinctiveness. The school is developing links with the local community and has now established strong links with the local parish church. The incumbent works closely with the school and this is highly valued by all stakeholders. She works very closely with the senior leader responsible for RE and collective worship. This has resulted in the school having an extremely clear plan for development.

SIAMS report June 2015 West Kingsdown CE Primary School TN15 6JP