



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Kineton Voluntary Aided Church of England Primary School

King John's Road
Kineton
Warwick
CV35 0HS

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 2 July 2015

Date of last inspection: 7 July 2010

School's unique reference number: 125692

Headteacher: Margaret Pollard

Inspector's name and number: Jo Fageant 104

School context

Kineton is a smaller than average voluntary aided primary school. The number supported by additional funding known as 'pupil premium' is below average. The number with special educational needs and disabilities is about average. Most pupils are of white British heritage and come from the immediate area. At the time of the inspection the deputy head teacher was leading the school whilst the headteacher was recovering from planned surgery. The responsibility for leading and managing religious education (RE) and collective worship is shared between two teachers.

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

- Values and care understood to be Christian create a family feel and lead to an unwavering commitment to the holistic development and support of all individuals within the school community.
- There are outstandingly good links with the local church and wider community which have provided particularly valuable support following the recent Ofsted inspection and the death of a much loved member of the school team.
- The importance given to religion and faith in this church school drives ongoing improvement in RE based on well-informed review, good understanding and high aspirations. These give clear direction and purpose and are now embedding enquiry and engagement with big questions.

Areas to improve

- Ensure pupils understanding of worship is enriched through having opportunities to take responsibility for planning, leading and evaluating it, based on a well-articulated understanding of inclusive worship in a school setting.
- Make explicit the nature of the school's Christian foundation by developing ways in which a clear Christian basis for the widely shared values of the school can be articulated for, and by the whole school community.

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

The school states its values, described as and understood to be Christian, very clearly and publically so everyone is aware of them. Members of all parts of the school community identify ways in which these influence the day to day life of the school and individuals within it. They help to create an ethos of care and of valuing every individual. They ensure concern for every aspect of each child's development. Pupils are aware of the link between the values and the care they receive. They are proud to talk about the nurturing and supportive care offered by the 'jigsaw' provision saying, 'it gets us past difficult times.' Transition from playgroup is very well managed with these young children eating in the school lunch hall and making other visits before joining the school. Year 6 pupils enjoy their roles as peer mentors and super-buddies in support of the youngest children and they realise how this develops their sense of responsibility. Pupils show their understanding of Christian love in the way in which they talk of the importance of everyone being included. This is reflected in the school council's decision that resulted in mixed key stage play on Fridays. Commitment to the values of 'inspire' and 'achieve' is shown in the much appreciated wide range of trips, curricular and extra-curricular opportunities made available. 'Respect' was a word that featured in conversations throughout the day of inspection and pupils talk about how RE helps them to understand and have respect for cultural and religious diversity. Their understanding of the multicultural nature of Christianity is less well developed. Motivated by its Christian values and focused on meeting the academic as well as pastoral needs of every learner, the school has responded with energy and resilience to the recent criticisms from Ofsted. Strategies have been put in place which are bringing about improvements, noticed by parents, and there is evidence of good attainment and gaps in the achievement of different groups being narrowed. Teachers are said to make lessons fun and always be ready to help so pupils are enthusiastic about their learning. They enjoy the challenge, for example, of the requirement to think deeply in RE. The curriculum as a whole provides good support for pupils' spiritual, moral, social and cultural (SMSC) development. An excellent example was witnessed with Year 6 pupils in RE who were preparing, on tablets, trailers for a film about the life of their sports coach who had recently died. The vicar had provided excellent support for everyone in general and in a special service but pupils said this task also helped them to deal with their feelings of bereavement. The Quest group, run by a youth worker from the church, is popular and provides a forum for children to explore deep questions and spiritual issues. For some, this has led to a commitment to the Christian faith and some of the questioning is taken home influencing family conversations thereby highlighting the Christian foundation of the school. Relationships and behaviour resulting from the school's values are good and in turn lead to good attendance. One pupil said that if there are ever any difficulties, 'there's always a way to sort it out. No one is left unhappy.'

The impact of collective worship on the school community is good

People from all parts of the school community speak positively about collective worship recognising it is an important part of each school day. It is carefully planned by staff, clergy and regular visitors to be engaging. The range of leaders provides variety so that children understand worship can happen in different ways. The ways in which the school gathers for and is dismissed from worship helps children recognise this time is different from the rest of the school day. When parents are present they do not always behave in ways which help to establish the special atmosphere of the occasion. Pupils understand the significance of the lighting of the candle at the start of worship and the response which makes reference to God as Father, Son and Holy Spirit. Some pupils can speak about this Christian idea of God with a good degree of understanding. Pupils particularly enjoy worship which invites their active participation. They enjoy their engagement with the Bible stories that the *Open the Book* team shares. They say this is because they are acted out and they can 'see' the story. Pupils are also enthusiastic about the opportunities they have as classes to lead worship. It is not always possible to hear the messages pupils are sharing on these occasions. Stories and themes are often related to the school's values and this helps to develop a deeper understanding of them relating them to Biblical stories and the teachings of Jesus. As a consequence, collective worship contributes well to pupils' SMSC development. The school values the involvement of the vicar who 'makes Christianity accessible'. Pupils enjoy worship he leads in school and church which helps enrich their understanding of Christian worship, festivals and church practices. Prayer is an important element of school life in and beyond collective worship times. Prayers are also said before lunch and at the end of the day.

The importance given to prayer instils a habit of reflection which can be seen in the reflection books used in each classroom. These, together with questionnaires, are the means through which pupils express their thoughts about worship themes. They do not currently have opportunities to take responsibility for the planning, leading and evaluating worship.

The effectiveness of the religious education is good

Pupils understand RE is important because it helps them develop a good understanding of Christianity, respect for other people's beliefs in line with the school's values, and encourages them to think for themselves. They like being challenged to 'think hard' and ask questions because 'asking questions is how you get answers' even though they know teachers don't always have answers. Year 2 pupils understand that their 'teacher wants us to think what we believe not just what she believes'. Good teaching and resources develop skills of enquiry, interpretation and reflection. This was seen in the way the story of *Waterbugs and Dragonflies* was used to support Year 2 pupils' exploration of beliefs about life after death. It is clear that some pupils are attaining standards higher than national expectations but assessment strategies are relatively new so secure evidence of progress made over time is not yet available. The subject is outstandingly well led by two teachers whose commitment to continuing improvement is exemplary. Their analysis of strengths and areas to improve is accurate and termly action plans drive initiatives forward at a realistic pace. They have fully addressed issues raised in the last inspection report. Good marking practices are now used to pose deep questions to which pupils are invited to respond in green pen. The introduction of a trip for Key Stage 2 pupils to a Sikh gurdwara has been a successful example of the ways in which the RE course now extends understanding of religions other than Christianity. Teachers too have had opportunities to develop their skills by watching how the team from 'Barnabas in Schools' led a successful RE themed day.

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

Leaders are very clear about the values which define this school as a church school. They are described and promoted as Christian and their positive impact on learners, their well-being and the general life of the school is identified by parents and pupils as well as staff. The values are explored with children in RE and collective worship by leaders, including those from the church, in relation to Bible stories. However, a specifically Christian perspective on them, which would help clarify the difference between this and understanding them as shared human values, is not publically articulated. It is, therefore, rare for adults to link decisions and actions specifically and explicitly with anything distinctively Christian. There is, though, a consistency throughout the school in the use of the values to support everything from strategic planning to good behaviour and relationships. They ensure there is good provision for SMSC development. Focusing on 'love', 'inspire' and 'achieve', governors recognise the importance of investing in staff development, including leadership skills at all levels, in order to provide the best learning opportunities for pupils. This is richly exemplified in the support made available to leaders of RE which has increased their expertise and enabled them to drive forward improvements. It can also be seen in the insightful training provided for lunchtime supervisors so they have a good understanding of and can work in harmony with the efforts of Year 6 peer mentors. Leaders have ensured that all the areas for development highlighted in the last SIAMS inspection have been fully addressed and statutory requirements for collective worship and RE are met. Governors, including the vicar, are active and very knowledgeable in their support of the school. Along with teachers, they have responded with resilience and Christian commitment to the recent Ofsted inspection and are well informed about the impact of strategies being successfully used to bring about improvements. Relationships between the school, church, diocese and the wider local community are very positive. The school is said to be at the 'heart of the community' and participates in and contributes to a range of local events including *Meet and Eat* sessions at the church and family learning initiatives. Parents were invited to contribute to the most recent review of the school values which resulted in the much appreciated addition of 'inspire' and 'achieve'. Members of the church community provide support for collective worship and Quest club as well as pastoral care. These links bring considerable enrichment to the life and ethos of the school.

SIAMS report July 2015 Kineton CE Primary School, Kineton, CV35 0HS