

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

King's Stanley Church of England Primary School			
Address	Broad Street, King's Stanley, Stroud, Gloucestershire, GL10 3PN		
Date of inspection	11 November 2019	Status of school	Voluntary controlled primary
Diocese	Gloucester	URN	135266

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

King's Stanley is a primary school with 214 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher has been in post for five years. The governing body has a significant number of recently appointed governors.

The school's Christian vision

Where we care about learning and each other

We care about learning ('listen to advice and accept instruction and in the end, you will be wise', Proverbs 19:20) and care about each other ('love your neighbour' Mark 12:31). We have linked our vision to the story 'Mary, Martha and Lazarus' (Luke 10:25-3). This guides our curriculum, teaching and learning and leadership of the school.

Key findings

- The school's vision of 'caring about learning and each other' is understood by all to be rooted in biblical teaching. It has a profound impact on every aspect of the school's work so that adults and pupils flourish in all that they do.
- The school cares deeply about all its pupils. The headteacher and all staff have created an inclusive, caring ethos that supports all pupils, including vulnerable families, extremely well. Pupils are nurtured as individuals so that they can succeed academically and in other ways.
- Whilst the Christian vision is clearly understood by all and drives the work of the school, its impact is not currently monitored rigorously enough to ensure that it contributes to school improvement.
- The school's values are principally taught through collective worship. They aren't sufficiently rooted within a Christian context to enable pupils to see the values relevance to their daily lives.
- The religious education (RE) curriculum is broad and balanced. Pupils are knowledgeable about a range of religions. RE expresses the school's Christian vision well.

Areas for development

- Root the school's Christian values more firmly within a Christian narrative so that pupils are more able to see the relevance of the values in their daily lives.
- Ensure that the systems for monitoring the distinctiveness and effectiveness of the school's Christian vision are robust so that they inform school improvement.
- Continue to develop the school's understanding of spirituality. Identify progressively deeper opportunities across the curriculum so that pupils are encouraged to explore and articulate spiritual and ethical issues.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

King's Stanley is a good church school. It has taken its motto of 'We care about learning and each other' and successfully explored its biblical roots. The vision has a resounding impact on pupils' lives and on their learning. This is because the vision is understood by all members of the community to be grounded in a Christian narrative. Even the youngest children draw a strong parallel between the attitudes of Mary and Martha and the way they care about their learning and each other. Parents are very positive about the school, understanding how the school's Christian vision results in a very caring ethos.

The school has a suite of Christian values, which are prominent on the website. Pupils do not always understand these values as being based upon the life of Jesus. This is because the school has not discussed the ways in which the values reflect the school's Christian foundation. Pupils are encouraged to explore the values through homework and in collective worship. Pupils are not always able to explicitly link the values with behaviour within school or in their learning. This is because the values are not referred to explicitly during lessons, including RE lessons.

All pupils make good progress from their starting points at King's Stanley. This is because all members of the staff and governors value academic achievement and see it as an outworking of the school's Christian vision. The school invests time and resources to support vulnerable pupils and their families. Imaginative initiatives such as the worry monsters and worry boxes encourage pupils to talk about their fears and feelings in a positive way. The work of the family support worker is valued by pupils, staff and parents. She works closely with other members of staff to ensure mental health and wellbeing have a high priority. Staff appreciate the ways in which their work is recognised at all levels. One example of this is the staffroom 'shout out board, which celebrates how frequently staff go 'above and beyond'. In this way, the school's Christian vision enables pupils and adults to flourish.

There are many initiatives within school that encourage responsibility for each other. Year 6 pupils have significant roles across the curriculum and in extra-curricular activities. These raise aspirations for pupils and encourage them to demonstrate practically how they 'care for each other'. The pupils are delighted with their fundraising achievements and see these as a practical outworking of their responsibilities to others. They are particularly proud of their partnership with Kavuka, a school in Kenya. A child in Year 6 explained that by helping the school 'we learn gratitude for what we have. We know that we have achieved something'. In this way pupils are learning about diversity and difference and the need to treat others with dignity and respect.

The governing body has seen many changes in recent times and are just getting to grips with their new responsibilities. Even so, it is clear that governors understand the centrality of the school's Christian vision in setting the direction of the school's policies and practices. Monitoring of the effectiveness and distinctiveness of the school's Christian vision, collective worship and RE is not rigorous enough to inform school improvement. Leaders have successfully addressed the areas for development from the last inspection. There are now several quiet areas within the school where pupils are able to take time to reflect. These are valued by pupils and are seen to be a strong contributory factor to the excellent behaviour around school. Pupils also highlight how the vision to care for each other helps them to be respectful to staff and makes sure 'everyone behaves well'. Where behaviour falls below the high standard expected, pupils know that they will be treated fairly and helped to make amends.

The school's curriculum has at its heart a real desire for pupils to exceed in every way. This is not restricted to academic achievement and pupils appreciate the experiences that they are given. Staff are skilled at making links so that pupils' own interests are explored and shared. The school has had much discussion around spirituality. There is a shared understanding amongst staff that has had a major impact on the design of the curriculum. The Spirituality Journals that the school is compiling are giving leaders a clear insight into the breadth of pupils' learning. What is not clear is how these encounters offer pupils progressively deeper ways to develop and articulate their spiritual journey as they grow through the school.

Collective worship is being transformed by the inclusion of a worship team. They are currently responsible for preparing for worship and for evaluating its impact on pupils. The newly established Worship Journal records the content of worship and uses photos and comments to explore pupils' thoughts on their experiences. However, this initiative is too early in its development for any impact on the planning and delivery of worship to be identified. Pupils are actively encouraged to plan and lead worship on a variety of topics, although this does not routinely include Christian themes. These acts of worship are close to the heart of pupils and are enabling them to be 'brave warriors' in a range of activities. Pupils have, for example, become ardent litter pickers in a range of environments. In this way, collective worship expresses the school vision well and enables pupils to flourish. Worship explores the values within Bible stories but links are not always explicitly made as to how these values might have relevance to pupils daily lives. There are some links made with the Anglican foundation of the school. For example, there is reference to the colours within the church calendar, although pupils are unsure of their meaning. Pupils understanding of God as Father, Son and Holy Spirit is not yet fully developed. Prayer is understood by pupils to be important for people of faith. They appreciate the times of reflection and stillness that are encouraged throughout the curriculum.

RE is taught well through a revised curriculum that has enabled pupils to develop a greater understanding of a wide range of faiths. Their knowledge is good although pupils are not routinely encouraged to reflect on how their learning about religion impacts on their own lives. Pupils' understanding of Christianity and Islam as multicultural worldwide faiths is not fully developed. This is because their understanding of how people live in local, national and global communities is limited. Pupils are excited about RE 'because it is hard work and we have to think'. They relish debate and understand that 'differences bring us together'. This is because staff have received training in RE and this has increased their confidence in leading discussions. Assessment procedures are robust and are used effectively to raise expectations.

Headteacher	Derk Van Den Broek
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