



National Society Statutory Inspection of Anglican and Methodist Schools Report

King's Stanley Church of England Voluntary Controlled Primary School

Broad Street,
King's Stanley
Stroud
Gloucestershire
GL10 3PN

Diocese: Gloucester

Local authority: Gloucestershire
Date of inspection: 7th November 2014
Date of last inspection: 25th November 2009
School's unique reference number: 135266
Headteacher: Derk van den Broek
Inspector's name and number: Maria Wells NS 793

School context

King's Stanley Primary is a smaller than average primary school with 199 pupils on roll. It serves the village of King's Stanley and the town of Stonehouse. The current headteacher has been in post since September 2014, having joined the school in the previous year as deputy. The school has been through a period of rapid improvement following an Ofsted judgment of inadequate in May 2013.

The distinctiveness and effectiveness of King's Stanley as a Church of England school are good

- The strong leadership of the headteacher and deputy headteacher provides a drive for improvement that is shared by all staff.
- Christian values are clearly articulated by pupils, parents, staff and governors. They are rooted in scripture and have a positive impact upon behaviour in the school community.
- There is strong mutual support between the school and the local church and strong relationships with parents and the local community.

Areas to improve

- Involve all stakeholders in revisiting and consolidating the Christian vision for the school as a church school so that it is distinctive and more easily remembered and understood.
- Develop further quiet areas around the school where pupils can reflect.
- Ensure that foundation governor monitoring visits are recorded in a systematic way so that they lead directly and convincingly to improvements.

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

King's Stanley school is a welcoming church school where, as a direct result of the school's Christian character, pupils and staff feel valued and cared for. Pupils enjoy school and are given many opportunities to achieve their best. The recent focus on improving the school as a church school has impacted on pupil outcomes. Achievement is now good; attendance is above the national average and lateness is rare. Pupils behave well and there have been no exclusions. Pupils are able to articulate how the school values are linked to Bible stories and as a result have a good understanding of ways in which the values are distinctively Christian and rooted in scripture. Pupils are given the opportunity to reflect on each value using reflection journals. These have been shared with parents and as a result have promoted positive discussions at home and impact on pupils' behaviour. Some members of staff have also completed the journals and one teacher commented, 'Teaching the value makes me reflect on my own behaviour.' The vicar is a regular visitor to the school and is well known by all pupils. This has promoted strong relationships and links between school and church. Religious education (RE) makes a good contribution to the distinctiveness and effectiveness of the school as a church school. The school follows the locally Agreed Syllabus and meets the statutory requirements for the subject. Pupil progress in RE is assessed and standards are in line with those for English and mathematics. As a result of regular high quality teaching in RE, pupils have a good understanding of other faiths and cultures. Displays throughout the school ensure that the Christian ethos is clearly communicated. The current value is displayed and exemplified in every classroom. As a result, pupils are reminded that the Christian value is an important part of daily life. For example, a display depicting the story of the prodigal son invites pupils to think about times when they need to forgive. The school has a clear definition of spirituality; it is included in the aims of the Spiritual and Personal Development policy and was explored and discussed by staff at a recent INSET day. During this INSET day staff recorded opportunities for spiritual, moral, social and cultural (SMSC) development throughout the curriculum and extracurricular activities. As a result, effective and planned opportunities for spiritual development now permeate the curriculum. Caring for God's creation is an important part of daily life at King's Stanley school. Pupils are taught countryside skills and demonstrate highly developed understanding of environmental issues which they are able to link with their understanding of the school being a church school. In one class, pupils have been learning about the work of Christian Aid. The school has links with a school in Kenya and hold an annual sponsored walk to raise funds to support it. As a result of these activities, the pupils talk with compassion about the needs of others in poorer parts of the world.

The impact of collective worship on the school community is good.

Collective worship is an important part of daily life at King's Stanley school. On the day of inspection, worship was led by a group of pupils who acted out their own interpretation of the story of the prodigal son and the rest of the pupils were asked to reflect on what forgiveness means to them. Pupils were fully engaged. The 'worship team' a group of about 25 pupils, meet weekly to pray and plan worship; the deputy headteacher and an associate priest from the local church support them. During worship a table is set up with a cloth with an embroidered cross, a bible, cross and candle. The hymn and the prayer are linked with the current value. As a result pupils have an understanding of some Christian traditions used during worship. Good links with local churches result in the vicar, the Baptist minister and the local Open the Book team all leading worship in school regularly. As a result pupils have an understanding of different Christian traditions in worship. On Fridays, collective worship celebrates achievement and demonstrations of positive behaviour linked to the school's Christian values. All major Christian festivals are celebrated in church and as a result, pupils have a good understanding of the church year. On Mothering Sunday the church held its service in the school. This has led to the school being seen as an integral part of the parish. During the Harvest service the school collected items for the food bank in the nearby town. This prompted pupils to think

about the Christian value of being of service to others and was followed up by older pupils spending an afternoon volunteering at the food bank. This made a positive contribution to their SMSC development. Since September a pupil evaluation sheet has been developed. This challenges pupils to reflect on how worship has impacted on the way they behave and has resulted in pupils being much more reflective. At the end of the term the worship coordinator monitors the evaluations and talks with pupils to evaluate the impact of worship and identify next steps. Thus, evaluation of worship informs future planning. Pupils have a good understanding of the purpose of prayer. One pupil said 'It's talking and listening to God – you can thank God and also ask for help'. During the worship team meeting observed on the day of inspection, pupils were thinking of people they wanted to pray for before a short time of prayer. Each pupil had a cross and one pupil said 'It helps us to think about Jesus when we pray.' Pupils have a good understanding of God as Father and Son and there is some understanding of God as Holy Spirit, however, this is not made explicit. The school has created a reflection garden and pupils are working on ways to further develop this.

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

The headteacher and deputy headteacher have been in post since September 2014. Governors report that, during recruitment of the new headteacher, the Christian ethos of candidates was high priority. As a result of this focus, the headteacher is now providing strong direction for the school as a church school. He links discovery of God and spiritual development with the development of creativity and imagination. He recognises that even though the essence of the current vision statement is appropriate, the document itself is too wordy. He has agreed with governors that it should be revisited with all stakeholders. Senior leaders and governors have been through a period of rapid improvement and becoming an outstanding church school is one of the school development plan priorities. As part of this drive for improvement, the diocesan strategic lead for governance recently led a training session for governors on church school distinctiveness. The governors are committed to ensuring that church school distinctiveness is a high priority for all members of the school community and have allocated time and resources to allow this to become a reality. As a result of being given no class responsibility for this academic year, the deputy head, who is also worship and RE coordinator, has been able to implement many of the next steps identified by the school as a result of their self-evaluation. She monitors teachers' RE planning and carries out book scrutiny. As a result, she has a clear understanding of strengths and areas for development. Leaders recognise the importance of pupil voice and pupils' views are sought through pupil conferencing. Pupils' views regarding the school as a church school and the school's Christian values have been sought through pupil conferencing. As a result, school leaders and governors are able to evaluate the pupils' understanding of the school as a church school. The school's SIAMS self evaluation, which involved governors, accurately describes the strengths and areas for development. An action plan for collective worship has been implemented and includes key questions for governors involved in monitoring and evaluation. The RE and worship coordinator reports directly to foundation governors, who are supportive and challenging. However, governors are not yet recording their monitoring in a systematic way and as a result it does not lead directly to improvement. The leadership team, including governors, recognise the need to review the current twelve Christian values and are considering including a core of four key values. This has been discussed and agreed at a recent governor meeting and INSET day and plans have been made to work with all stakeholders to decide which of the twelve Christian values will become the core. Parents speak of how the Christian values taught in school impact on their children's life at home. In a recent parental survey, 95% parents reported that the school reflects the values associated with being a church school.