

National Society Statutory Inspection of Anglican Schools Report

Kidmore End Church of England Voluntary Aided School Primary

Chalkhouse Green Road

Kidmore End

Nr Reading

Oxford

RG4 9AU

Diocese of Oxford

LEA: Oxfordshire

SIAS inspection: 24th January 2006

Previous S23 inspection: 7th, 13th, 17th & 18th January 2000

URN: 123202

Headteacher: Mrs Janet Maul

SIAS Inspector NS 141: Janet Wiggins

Summary Judgement

Kidmore End is a satisfactory Church school with many good features. It has a strong Christian ethos that is reflected in daily school practice.

Established Strengths

- Strong and supportive church and community links
- The happy, caring and inclusive Christian environment
- The importance of collective worship in the life of the school

Focus for development

- Introduce clear assessment procedures for religious education using the level descriptors of the agreed syllabus
- Carefully monitor religious education provision in Key Stage 2 to ensure that course requirements are met when there is a cross-curricular unit of study or when pupils are having religious education lessons off-site.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Through its distinctive Christian character the school makes satisfactory provision to meet the needs of all learners. Under the leadership of the new headteacher, the school has made good progress in the implementation of new structures and the development of existing systems to meet the needs of pupils. Christian values are explicit in daily school life ensuring pupils know that they are valued and their achievements celebrated. Pupils enjoy school. They find teachers approachable and feel they could share problems with them. Pupils have a growing awareness of how to maintain a healthy life style and keep safe. Religious education lessons and circle time enable pupils to relate their learning to everyday life situations. They appreciate the opportunities given for reflection in collective worship and lessons. Staff are increasingly able to track pupils' achievement and learning needs more effectively as a result of the development of assessment and monitoring procedures in some areas of the curriculum. Information about pupils' achievement in religious education is limited because clear assessment and monitoring procedures for religious education are not yet in place. The school has identified this as a priority. Very good links with St John the Baptist church and the local community support the pupils' spiritual, social, moral and cultural development. Parents are supportive of the school and its Christian ethos. Pupils enjoy being part of the decision making process on the School Council. The many after school clubs cover a wide range of pupil interests. The link between Year 5/6 and Reception class pupils on entry is valued and the older pupils show great care when looking after the new entrants. Pupils enjoy welcoming visitors to the school and appreciate the planned school trips that support and enrich the curriculum.

What is the impact of Collective Worship on the school community?

Collective worship has a good impact on the school community. Worship is important to the life of the school. It is well planned, following themes that reflect the school's Christian foundation and the church and school year. Due consideration is given to other world faiths as appropriate and pupils have good knowledge of other faith celebrations. Pupils like the varied format of worship that invites their participation. Whole school worship gives pupils a sense of "all being together". The Lord's Prayer is known by all of the pupils and along with their own prayers is said at each act of worship. The prayers written by the pupils show care and concern for their immediate environment and also to the needs of the wider world. Pupils value times of reflection as a time for personal thinking. The rector regularly leads school worship and also supports religious education. His commitment enhances church/school links and supports the pupils' understanding of Anglican faith and practice. The regular services that are held in the church are popular with pupils and their parents. The school's close partnership with the church and local community is further strengthened by the regular use of the school building for Sunday School and other church events.

How effective is the Religious Education in the school?

Religious education is satisfactory. Pupils' learning in religious education is satisfactory. Teachers use a variety of strategies and the teaching observed was good. Lessons were suitably differentiated to meet all abilities. Support staff and resources were used effectively. Pupils were particularly motivated by the use of ICT when writing a newspaper article on the story of David and Goliath. Written work shows a growing understanding and knowledge of the Christian faith and also of the other world religions studied. The presentation of pupils' work is good and they talk with interest about their learning. However the school does not consistently and rigorously assess pupils' attainment and therefore has limited information with which to plan to ensure sound progress. At present assessment of pupil achievement focuses on what has been taught rather than the identification of pupils' learning needs. When the subject is delivered as a blocked unit, off-site or in a cross-curricular way curriculum time allocation and whether course requirements are fully met are not always clear.

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