

## National Society Statutory Inspection of Anglican Schools Report

### Kingsland Church of England Voluntary Controlled Primary School

Werrington Rd.,  
Bucknall  
STOKE ON TRENT  
Staffordshire  
ST2 9AS

**Diocese: Lichfield**

LA: Stoke on Trent

Dates of inspection: April 4<sup>th</sup> 2006

Date of last inspection: Not applicable; new school

School's Unique reference number: 133766

Headteacher: Mr David Lawrence

Inspector's name and number: Cherrie Broadhurst No. 295

#### School context

Kingsland CE (C) Primary school is based in Bucknall, Stoke on Trent and the Lichfield Diocese. It is a school newly formed from two; the Church voluntary controlled designation of one, retained for the new school. There are 348 pupils. This purpose-built school opened a year ago, when the appointed Head and all staff transferred to the new school, providing continuity for pupils and parents. Ofsted inspected the school within weeks of its transfer to the new building.

#### Summary Judgement

The impact of Kingsland CE (C) Primary as a Church school is satisfactory. The school is purposefully developing as a Church school, with the support of community, parish, governors and staff. Pupils are proud of their new school and are well provided for personally. Most pupils are developing good personal and social skills in response to well led PHSE lessons. They respond well in community activities and enjoy regular Christian Worship, planned effectively by the Head, Deputy and local clergy. The Leadership and school staff are working hard to improve all aspects of teaching and learning for the benefit of pupils.

#### Established strengths

- Most pupils feel safe, secure, happy, at school, behave well overall, are proud of their new school and enjoy taking on suitable responsibilities.
- Collective Worship is well planned, enabling pupils to respond reflectively
- This new Church school is defining and establishing its Christian distinctiveness.
- Formal PHSE lessons are successful, enabling good pupil personal development.

#### Focus for development

- Reflect on the school's values and re-form the school vision in line with its Christian distinctiveness, so ensuring appropriate pupil achievement is at its heart.
- Devise collective systems for fully, formally and regularly monitoring and analysing the school's strengths and weaknesses.
- Provide systematic and informed formal support and guidance for all learners.

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

The school, via its distinctive Christian character, satisfactorily values academic and other achievement and seeks to meet the needs of all pupils. Pupils spoke meaningfully of how they are challenged to learn so that their learning improves. Parents feel learning is more focussed e.g. target cards, Homework Club, SEN IEPs, so pupils are now better challenged. Many parents appreciate being listened to by the school which impacts on learners. The school enables learners to flourish as individuals e.g. providing safety, security, happiness, health promotion, learners' well-being and their developing sense of responsibility e.g. School Council. The school's growing Christian distinctiveness enables most learners to feel included, so that statements in Prospectus and policies reflect positive practice. The well planned PSHE e.g. in Y4 an example of good teaching and learning, uses materials to good effect so that pupils learn how best to work and play together. There is co-operation and collaboration between adults and pupils so that some conflict resolution takes place e.g. learners know who to go to when they need a listener. Learners are developing an understanding of right and wrong, so they are beginning to recognise each others' needs. Planned RE and Art contribute to the spiritual and cultural

development of learners. Links with the Parish, the Vicar and other local clergy, are valued and practical so that there is a growing sense of spiritual values in the school community. The school is exploring better visual display of its faith base via RE themes. Attendance remains a recognised challenge, so the school offers child centred rewards, with some effect. School policies express the individual value of each learner e.g. positive reward systems but the school does not yet ensure all learners understand the consequences of their actions, and a minority of learners are unsure the school is fair when praising or punishing. The school provides buddy benches, in the first completed outdoor area so pupils can reflect in quiet places.

**What is the impact of collective worship on the school community?**

The impact of Collective Worship on the school community is good. Regular inclusive Worship has an important place in the school's routine, so that some pupils and some adults respond positively and enjoy participation. The school and Worship leaders actively differentiate between Worship and Assembly so pupils recognise Worship raises fundamental issues. The Worship observed focused on the meaning of the cross, clearly expressed, so afterwards learners could reflect the 3 points. Learners could list Worship 'ingredients' and express something of the impact demonstrating their understanding of its nature and purpose. Symbols, music, reflection, modern technologies, contributed so that pupils were engaged and reflective at the end. The Worship was 3D, participative and fun, so that pupils enjoyed learning via a biblical theme. The Worship policy is clear and inclusive, so demonstrating the Christian faith. There is variety in Worship, so the Anglican tradition is one expression of the faith. Governors, clergy and school leaders share in a Worship Team so worship is co-ordinated and planned. Worship is linked to the Christian Year, celebrated by Parish Church Worship. Further improvement in Worship (SDP Summer term 2006) is planned so more participation is enabled. The school is planning variety of visual impact and better monitoring of Worship events.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of this Church school are satisfactory. The Leadership demonstrates determination, personal commitment and Christian willingness to listen to advice, so that all pupils can better achieve, and are ensuring this via focused training on accountability for leaders and governors and a more effective teaching and learning policy. Leaders and staff are enabling improved lesson planning using learners' individual targets, up to date IEPs managed by class teachers, curriculum updates, effective monitoring by SLT, and the modelling of good practice by the Deputy Head. The Head and Deputy's monitoring and accountability, and staff's teamwork are becoming more effective so that school evidence shows some pupils are now making better than expected progress. The school, governors and community support each other through difficult times as well as celebrations, so motivate and enable others to effect improvements. Leaders and staff members are learning through training so that the capability of the school is increasing. The Chair and Foundation Governors, Head and Deputy, and Parish personnel promote the vision of the school so that its visual Christian expressions and symbols are recognised by all stakeholders. They lead the school so that all can share its Christian values and principles, even if all don't share the Christian vision. They challenge staff and themselves so that Improvement plans and training provide opportunities to change practice and culture.

SIAS report April 2006 Kingsland CE (C) Primary, Werrington Rd., Bucknall STOKE ON TRENT Staffordshire ST2 9AS