

National Society Statutory Inspection of Anglican Schools Report

King's Stanley Church of England Voluntary Controlled Junior School

Church Street
KINGS STANLEY
STONEHOUSE
Gloucestershire
GL10 3HZ

Diocese of Gloucester

Gloucestershire LEA

Date of inspection: 27th January 2006

Date of last inspection: 15th June and 1st July 2004

School's URN: 115630

Headteacher: Mrs Barbara Deacon

Inspector: NS 009 Miss Chris Hammant

Context

King's Stanley C of E Junior School serves the village of King's Stanley near Stroud. Pupils transfer to the Junior School from the nearby King's Stanley Infant School when they reach Year 3. There are four classes, one per year group from Y3 to Y6. Most children who attend the school come from homes that are socially and economically secure; the proportion of pupils eligible for free school meals is low. All pupils speak English as their first language. The percentage of pupils from ethnic minorities is low, and that of pupils with learning difficulties is just below average. The school roll shows stability.

Summary Judgement

King's Stanley C of E Junior School provides a sound Christian education for all its learners.

Established strengths

- A strong involvement in the local church and village community.
- A vision for the future development of the school as a church primary school.
- A caring and supportive team, of head teacher and staff, which is committed to moving the school forward in its improvement and development.

Focus for development

The following areas for development, identified in the school's Section 23 report of July 2004, are still to be addressed:

- Complete the planned review of spiritual development, identifying specific opportunities for spiritual development, and produce a spiritual development policy.
- Consider ways in which a more co-ordinated approach to the planning of collective worship can be implemented and how pupils' opinions about acts of worship can be recorded and used to inform future planning.

In addition the following areas for development should also be addressed:

- Carry out a review of the School Prospectus with a particular emphasis on the distinctive Christian character and vision of the school and the place of worship in the life of the school.
- Produce a policy for collective worship.

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

The school, through its distinctive Christian character, satisfactorily meets the needs of all learners

The school makes satisfactory provision to meet the spiritual needs of all its learners, including those from ethnic minority backgrounds and those with special educational needs. The Christian character of the school is evident in the value placed on all members of the school community and in the teaching of religious education. However the Christian foundation lacks sufficient emphasis and proclamation in the prospectus, around the school and in the school badge. Two of the four action points from the previous inspection have not been fully addressed and one other only addressed in part. There is no spiritual development policy and the reference to spiritual development in the RE policy needs expansion. There is an 'Awe and Wonder' folder in which special spiritual moments in the life of individuals and groups in the school are recorded reflecting an awareness and appreciation of the importance of spirituality. There is no policy for worship. The centrality of worship in this C of E school is not mentioned in the worship section of the prospectus or in the aims. Collective worship is based on a publication called 'Values for Life' but no plans exist to clarify how this is to be implemented or personalised to the needs of the school. Whatever their religious faith, pupils' spiritual, moral and social development is at least satisfactory. Children are aware of the Christian foundation of their school and enjoy their RE lessons and acts of worship. They are aware of the meaning of right and wrong and what behaviour is expected in school. They respect their teachers and know they care about them. Links with a school in Kenya provide opportunities for good cultural development. Since the last inspection the head teacher, staff and governors have worked hard to successfully raise the academic standards in the school to remove it from serious weaknesses. It is now timely to focus on raising the Christian profile of the school to fulfil effectively its role as a church school. The good relationships in the school are the foundations upon which this can be built.

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

The impact of collective worship on the school community is sound

Worship occupies a secure place in the life of the school and acts of worship are at least sound in quality. Children take responsibilities for specific roles in the organisation of worship and respond well to any questions and challenges posed to them in worship. Parents attend class acts of worship in school and festival celebrations in church. There are strong links with the parish church and the rector leads school worship each week. School news and pupils' work feature regularly in the parish magazine. Worship is consistently and recognisably Christian. Acts of worship are based on a termly theme for which there is very little whole school planning in addition to the generic guidance provided by the publication used. When asked, children were not readily aware of the theme. Worship is not currently formally evaluated. Clear plans and a worship policy would reflect more effectively the school's approach to pupils of other faiths and of none. Effective evaluation would provide a means to improve and develop the quality of collective worship in the school. Worship is held in the village hall and there is a beautiful worship focus of a cross, candle and Bible on a table with a special cloth. This, together with background classical music, enables the children to experience an atmosphere of quiet and reverence.

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

There is good leadership and satisfactory management of the school as a church school

The quality of leadership has contributed significantly to the educational progress made by the school in recent months. The head teacher has led the school out of serious weaknesses and has provided opportunities for Christian witness in the everyday life of the school. However there is almost no reference made to this in the key document, the School Evaluation Form. Relationships in the school are good. Governors are aware of the school's Christian foundation and purpose, which are expressed in the school's prospectus. Parents are satisfied that the school provides a caring, safe and secure environment where their children can learn. This environment has grown out of the Christian values on which daily life in school is based. It reflects the parent's confidence in the school to meet their children's needs. In order to develop further as a church school the management of the school should work together to monitor, evaluate and move forward the Christian dimension of the school's life.