

National Society Statutory Inspection of Anglican Schools Report

Kingshill Church of England Voluntary Controlled Primary School

Pound Lane,
Nailsea, Bristol.
BS48 2NP

Diocese: Bath and Wells

Local authority: North Somerset

Dates of inspection: 14 January 2009

Date of last inspection: 24 and 25 January 2005

School's unique reference number: 131992

Headteacher: Mrs Heather Dowding and Mr Stephen Davis

Inspector's name and number: Mr David Shears - 423

School context

This is a smaller than average school with 161 pupils currently on roll. The percentage of pupils with learning difficulties and/or disabilities is well above average. The school is led by two co-headteachers. A breakfast club is available on the school site, run by the governing body. There is also a privately run playgroup based on the school site.

The distinctiveness and effectiveness of Kingshill Primary School as a Church school is good

This school provides excellent support for pupils and their families. They make good academic progress and are learning to become mature and thoughtful people as a result of the way the school enables them to take responsibility. Collective worship is an important part of the school day and all leaders and managers, including the foundation governors, support the Christian ethos exceptionally well. Relationships with the local churches are positive and continue to be developed.

Established strengths

- Outstanding personal development enables pupils to become confident, caring individuals.
- Opportunities for spiritual development have been established both within the school environment and the curriculum.
- All leaders and managers, including the foundation governors, are fully committed to developing the Christian ethos of the school.
- Effective links with the local church and clergy support the school well..

Focus for development

- Develop more robust monitoring and evaluation procedures to guide and support the planning of further improvements in RE and collective worship.
- Improve the quality of planning in collective worship, giving more detail about learning objectives and focus for reflection, enabling pupils to build on their previous knowledge and spiritual experience.

The school, through its distinctive Christian character, is outstanding in the way it meets the needs of all learners

Pupils feel safe and secure in a school that cares deeply for them as individuals. They enjoy school and make good progress in their academic learning. The good care they receive is mirrored by the pupils in caring for each other. The buddy system of older pupils looking after the younger children works well. The caring ethos of the school also extends to the whole family. Parents views are very positive. They feel very welcome in the school and have no concerns in approaching staff with any problems or worries, knowing that they will be listened to and supported. This is having a positive impact on the reputation of the school locally, with

one parent reporting it to be 'an undiscovered treasure'. Pupils' spiritual, moral, social and cultural development is now a strength of the school. In particular staff have worked hard in promoting the spiritual development of pupils, both through displays and in the curriculum and this is having a positive effect both in the Christian atmosphere that pervades the school and the people within it. RE plays an important part in supporting pupils' spiritual development by providing times to reflect on the learning, enabling pupils to discover how it can apply to them personally. Relationships between pupils and staff are very positive. Pupils play well together most of the time and when problems do occur they have very good strategies to solve them. They also have total confidence in the staff to support them if they need it. There is a real sense of a close community in which all work together for the benefit of each other. However, the community is also very inclusive, with pupils enjoying making friends as new pupils arrive, helping them to feel at home and part of the family.

The impact of collective worship on the school community is good

Collective worship is regarded as an important part of the school day. Pupils report that they enjoy this time because it helps them to reflect and be calm. They particularly like acts of worship that give them the opportunity to participate, either through answering questions or acting out stories. Collective worship is planned through topics based on the development of pupils' social and emotional aspects of learning. Although stories and songs are planned, it does not make clear what the learning intention is nor what the leader wants the pupils to reflect upon. Acts of worship are not formally monitored and evaluated so that improvements can be made. Parents expressed pleasure in celebrating major festivals in the church such as at harvest, Christmas, Easter and the Year 6 leavers service. The latter includes Year 6 giving Year 5 pupils a lit candle, to represent them handing the light of Christ to them, an act that is fondly recalled by the current Year 6 pupils. Parents expressed the desire to be invited to see their children being awarded with certificates or when they take part in a planned act of worship. This would also afford another opportunity to gather views of parents regarding collective worship that could inform the evaluation process. There are plans for each class to prepare and lead an act of collective worship to which the school is intending to invite parents. Pupils treat collective worship with respect and sing well during the songs. There are normally times for prayer and reflection although this is not always a feature in celebration assemblies. Pupils have a good understanding of the Christian festivals and know the Lord's Prayer. They also use other liturgy appropriately. There is good use of technology to enliven worship still further.

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

Leader and managers, including the foundation governors, all express a positive Christian vision for the school. The foundation governors, in particular, support the school very well by ensuring that the decisions they make are in keeping with the religious foundation of the school. They encourage staff to promote the Christian ethos and like to help whenever possible. They currently informally monitor the provision of RE and collective worship although this needs to be much more robust so that there are clear ideas for improvement that have helpful success criteria to aid their evaluation. Both staff and governors have received appropriate training on aspects of life in a church school. This has included inset for all staff on spiritual development which has already shown much success through its impact on pupils. The headteachers work hard to ensure that the whole family are supported and included in school life and this includes asking their opinions about the Christian ethos of the school. There are good reciprocal links with the local Anglican and Baptist churches that extend and enhance opportunities for pupils to explore the Christian faith through a variety of clubs and activities. Both the school and clergy continue to look for ever increasing ways to widen these links still further. There is a vibrant commitment from all, to continue and extend the Christian witness of this good school for the benefit of the children, their families and the communities to which they belong.

