

## National Society Statutory Inspection of Anglican Schools Report

### **Goudhurst and Kilndown Church of England Voluntary Controlled Primary School**

Beaman Close  
Cranbrook Road  
Goudhurst  
Kent  
TN17 1DZ

#### **Diocese: Canterbury**

Local authority: Kent  
Date of inspection: 22<sup>nd</sup> January 2013  
Date of last inspection: 2<sup>nd</sup> June 2009  
School's unique reference number: 118601  
Headteacher: Mr Andrew Reid  
Inspector's name and number: Mrs Jane Garrett No: 618

#### **School context**

Goudhurst and Kilndown Church of England Controlled Primary School is a single-form entry school, serving a rural community in the Weald of Kent. The last Ofsted inspection in 2009 judged it as good. In January 2012 an interim assessment acknowledged that the school's performance had been sustained and therefore the next full inspection was deferred. Recent data shows that standards are above national expectations. The proportion of SEN pupils is 13.3%, below the national average.

#### **The distinctiveness and effectiveness of Goudhurst and Kilndown Church of England Controlled School as a Church of England school are outstanding**

The Christian values of the school underpin the life of the school and are interwoven into the whole curriculum. There are high expectations for pupils both academically, pastorally and spiritually.

#### **Established strengths**

- The school has made excellent progress since the last inspection, due to the clear Christian vision and outstanding leadership of the headteacher, staff and governors.
- The foundation governors are very committed and involved in the life of the school and the local community and the church/school links are very strong.
- Pupils have excellent relationships both with one another and with staff, who provide a secure, happy and safe school environment.
- Staff, governors and parents in the school work together to provide the best possible outcomes for the pupils.

#### **Focus for development**

- Further improve the collation of worship evaluations.
- Formalise the way in which the school values are linked to Bible stories.

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

Teachers know the pupils well both academically and individually. Pupils speak highly of their teachers and the kindness they are shown. This view is also supported by parents. One child explained that if they did something wrong, it was forgiven and forgotten quickly. Pupils are very aware of the school values: love, joy, peace, community and friendship. These are linked to the school house system. Pupils are very familiar with how the values relate to relevant Bible stories, such as the Good Samaritan. The relationship between the school values and the Bible now needs to be formalised. There are very few children of other faiths, a reflection of the local community. Reception Class annually visit a local Indian restaurant. This helps them to identify with people of other cultures living in the same locality and they built up excellent relationships. Pupils talk about the school buddy system and how this encourages them to care for the younger children in the school. One child described the atmosphere in school as one of laughter and happiness. Values underpinning the school's ethos are explored and reinforced in religious education, which makes an

excellent contribution to pupils' spiritual and moral awareness The pupils explained that work in RE based on the miracles of Jesus had made them think about what it meant to follow Him. They are able to give examples of how the teaching in Bible stories impacts on everyday situations and makes them stop and think about their actions. For example, the story of the Ten Commandments challenged them to think about envy. The school environment provides a wealth of displays, prayer boards and Christian artefacts to support the Christian ethos of the school. A number of charitable causes are supported, for example Children in Need and a school in Escourt, South Africa. Sometimes these fund raising activities are initiated by the pupils. Pupils were able to explain how their fund raising helped people who were very needy and that Jesus was their example.

### **The impact of collective worship on the school community is outstanding**

Worship is at the heart of the school community. All staff have some involvement in leading worship, as do some parents and members of the church as well as the vicar. Pupils feel that worship and times of reflection are important as they help them to think about the way they live their lives and behave towards others. During the worship observed, the headteacher used everyday objects to model prayer. Children then related this to their own life experiences. Pupils of all ages are actively involved in worship through, drama, mime and interaction between pupils and the worship leader, thus meeting a focus for development from the last inspection. The school houses have started to plan and lead worship. There are also opportunities on the website for pupils to comment on worship and the impact it has had on them. However the formal evaluations for the various acts of worship should now be collated together. The school website has a 'Stop and Think' page, providing opportunities to extend thinking about the theme for the week. An Anglican response is said by a child when the candle is lit at the start of worship. All children learn the Lord's prayer. A prayer board is available for children to write on and some of these prayers are used as part of worship. During the act of worship observed, all pupils were engaged and involved. Staff feel that they gain as much from worship as the children. The church is some distance from school, but worship takes place in church for the main Christian festivals.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher's Christian vision has brought about considerable progress since the last inspection. This is shared with staff, governors, pupils and parents. Its impact is noticeable in the way that pupils articulate the link between their behaviour and Christian teaching. The partnership between school and church is very strong. The vicar and foundation governors are very proactive in the life of the school. All governors are assigned to a class for the duration of their term of office. Some foundation governors lead worship, ensuring that pupils are familiar with lay church members as well as clergy. In addition to leading collective worship, the vicar supports and advises staff both professionally and spiritually. The Church/Link Group evaluates worship and the combined work of the school and church in the community. Initiatives include inviting the local Tea Club for the elderly to a shared lunch, where the pupils prepared food and served it. On one occasion, pupils grew pumpkin seeds and made them into soup for a harvest shared community lunch. Parents and governors who lead worship are well supported. There are excellent relationships with the Diocese. Senior staff attend Diocesan conferences and training sessions. The worship and RE leader runs staff training sessions. This has meant that staff are confident in leading both worship and RE and they are able to review current practice in the light of their training. It also helps staff to feel part of a wider Christian community. Together with parents and governors, they feel very much part of a team supporting the pupils. The leadership team have met the key issues from the previous inspection and in doing this the Christian character of the school has been strengthened considerably. Worship is now incorporated into the school development plan and RE is assessed using the Diocesan scheme. Matters arising from both parent and pupil questionnaires are used and addressed as part of a rigorous evaluation process. The school website provides an excellent means of communicating the work of the school and church. This also gives opportunities for stakeholders to evaluate some collective worship.