

Royal Kent Church of England Primary School

Oakshade Road, Oxshott, Leatherhead, KT22 0LE

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders and governors are working effectively to raise standards. They have a clear understanding of what needs to be done to improve teaching and learning.
- Children are given a good start in the Reception Year and continue to make good progress throughout the school.
- In the recent tests at the end of Year 6, pupils' attainment was above average in writing, reading and English. In mathematics standards returned to their previous high standard, having dropped significantly in 2013.
- The school's work in keeping pupils safe and secure is outstanding.
- Teachers have high expectations. Pupils respond well and take a pride in the school and their achievements.
- Pupils' behaviour is outstanding. They are polite and considerate and they work together exceptionally well, helping each other to learn. They feel safe and secure and know how to keep themselves safe.
- The quality of teaching is good. Teachers plan stimulating activities so that pupils enjoy lessons and make good progress.
- The strong leadership of the interim headteacher and other managers has ensured that pupils have continued to make good progress despite major changes in leadership.

It is not yet an outstanding school because

- Checks on the progress of pupil premium pupils, disabled pupils and those with special educational needs do not allow the school to assess the effectiveness of the support which they receive.
- More able pupils, especially in Years 1 to 4, are not always given the opportunity to reach higher levels. This is because they do not always start from the levels which they have previously reached.
- Although assessment in the school is generally good, in the Reception class, data has not been accurate; consequently, it has been difficult to judge the extent of pupils' progress from their starting points.
- The standard of pupils' writing does not yet match their performance in other areas of the curriculum.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, two jointly with the headteacher. They looked at work in pupils' books and they listened to pupils read in Years 3 and 6. They talked to groups of pupils about their work and listened to the views of a group of parents.
- Inspectors held meetings with staff, groups of pupils, governors and a representative from the local authority.
- The inspection team scrutinised the school's self-evaluation documentation, the school's website, information about pupils' learning and progress and safeguarding procedures. Pupils' work was examined to assess the progress they have made.
- Inspectors took account of the 61 responses to the online questionnaire (Parent View). In addition, inspectors took account of the 18 responses to a questionnaire for members of staff.
- Inspectors visited the breakfast club and a number of after-school clubs.

Inspection team

John Worgan, Lead inspector

Additional Inspector

Lynda Welham

Additional Inspector

Full report

Information about this school

- Royal Kent Church of England Primary School is smaller than the average-sized primary school.
- The early years provision is full time.
- The proportion of pupils who are eligible for the pupil premium is lower than average. This is additional funding provided by the government to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs and are supported at school action is below average, but the proportion that is supported at school action plus or with a statement of special educational needs is above average.
- There have been significant staff changes since the last inspection, including the retirement of the headteacher. Interim headteachers have been in post for this term and last; a substantive headteacher has been appointed from January 2015.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement by making sure that:
 - pupils are aware of errors and of ways in which their work can be improved to help raise the quality of writing
 - teachers raise their expectations of more able pupils, especially in Years 1 to 4
 - good use is made of accurate checks on learning so that work is neither too easy nor too hard.
- Improve the impact of leaders and managers by:
 - ensuring that assessments on entry to the school and in the Reception class are accurate to allow teachers to plan programmes linked to children's aptitudes and abilities
 - checking the effectiveness of the support given to pupils eligible for the pupil premium, disabled pupils and those with special educational needs so that future support can be targeted more accurately.

Inspection judgements

The leadership and management are good

- The high quality of the leadership of the interim headteacher is recognised by governors, staff and pupils. The school has had three headteachers in the last year but pupils' progress and well-being have not been adversely affected. As one Year 6 pupil said: 'the changes of headteacher have not been a problem because they have brought different things to the school.'
- The school has a strong Christian ethos and pupils' spiritual, moral, social and cultural development is promoted well. Pupils spoke highly of the friendly and caring relationships with staff and fellow pupils.
- Leaders and managers expect outstanding behaviour and encourage staff and pupils by showing them respect and listening to their views.
- Senior and middle leadership has undergone a process of change which is beginning to have a positive impact on teaching and learning. This has been particularly effective in raising standards in mathematics, where the subject leader, with support from the headteacher and the local authority, has worked effectively to raise standards. This has resulted in a significant improvement in pupils' progress throughout the school in this subject.
- The school mostly checks pupils' progress carefully and sets challenging targets for pupils and staff. However, the assessment of the progress of the youngest children and of vulnerable groups is not yet as accurate as it needs to be. The school is aware of this issue and is taking action to improve assessment in these areas, with the support of the local authority.
- Leaders check the school's performance thoroughly and constructively. Governors and staff are fully involved in this process, resulting in carefully planned actions, securing improvement, especially in the teaching of spelling, punctuation and grammar and mathematics. Leaders identify areas of weakness and take appropriate action to remedy them, showing the school is capable of doing even better.
- Teachers' performance is managed well. Targets are set which are linked to pupils' progress and teachers' training and development. Staff spoke highly of the training which they received and of its impact in improving their teaching and professional skills.
- The range of subjects taught is planned well. During the inspection, Year 4 pupils were involved in a residential visit to a working farm and the Reception class participated enthusiastically in a golf lesson. British culture and democratic values are incorporated in curriculum planning alongside recognition of other cultures. The school makes careful use of additional funding to ensure that all pupils can participate in activities. The school is well prepared for the changes to the primary curriculum.
- Staff are well trained in child protection issues and offer a high level of care to pupils. The school meets all current safeguarding requirements. It does not tolerate discrimination and ensures complete equality of opportunity for different groups.
- The school works effectively with other schools and with the local authority to share good practice and to agree on the levels at which pupils are working. The local authority has given the school significant support over the last year. Support will be reduced in the future as the authority believes that the school has the capacity to improve, demonstrated by the improvement in the teaching of mathematics.
- Sports funding is used effectively to provide specialist teaching for all pupils and to support a range of activities, including judo and golf coaching. The funding has also been used to train staff so that the quality of teaching in physical education will be sustained.
- The government's additional pupil premium funding is used well to employ extra teachers and teaching assistants to support individuals and groups of pupils. It is also used to ensure that these pupils can participate fully in the range of activities offered by the school.
- Leadership and management are not yet outstanding because the changes in staff roles and new initiatives introduced have yet to make a significant impact in all areas of pupils' attainment.
- **The governance of the school:**
 - Governors have managed a transitional period for the school, including the times when interim headteachers have been in post, with sensitivity and care. Governors work closely with the headteacher and are fully involved in reviewing the school's work and in producing plans for raising achievement.
 - The governing body is organised so that key tasks are appropriately delegated to individuals and sub-committees. An external review will assist in reorganising the governing body to meet new requirements.
 - Governors have a clear view of the quality of teaching and the need to tackle underperformance, ensuring that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress. They understand information on pupils' progress and use it effectively to check their

performance in relation to pupils elsewhere. Governors thoroughly check the allocation and use of additional government funding streams. They review this regularly, so they are sure that eligible pupils make the good progress intended.

- Governors take account of parents' views in checking on the school's performance. They meet all their statutory duties, including those for safeguarding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils enjoy school and this is reflected in their highly positive attitudes and in their attendance, which is above national expectations. In lessons pupils behave impeccably, managing their own behaviour and working together enthusiastically. Records kept by the school show incidents related to poor behaviour are very rare. Pupils are appreciative of encouragement, and house points recognise achievement and encourage good behaviour.
- Pupils are polite and considerate; they are courteous to each other and to adults. They have very positive attitudes to learning and take a pride in their school.
- Teachers have well-established, positive relationships with pupils, so that pupils are calm, settled and eager to learn. Pupils respond well to teachers' high expectations of behaviour and learning.
- Pupils eagerly grasp all opportunities to work, for example when different methods are adopted by teachers, and relish sharing information and helping each other to learn.
- Pupils get on well together, regardless of background. They say there is no discrimination and that all pupils are treated fairly and have an equal chance to join in with all activities provided by the school.
- They know about different types of bullying, including that related to race and gender. Pupils say that bullying is very rare and helpful adults quickly help to sort out any minor disagreements.
- The vast majority of parents who responded to Parent View agreed that their children are happy and behave well and that the school keeps their children safe. Several parents in discussion were complimentary about the way in which the school had responded to their child's particular needs.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel completely safe in school. They also have a good understanding of how to keep themselves safe in a range of other situations, including when using the internet.

The quality of teaching is good

- Teaching is good and is well matched to pupils' needs and abilities. Teachers plan lessons carefully and ensure that pupils understand what they need to do in order to make rapid progress.
- Pupils and parents agree that standards of teaching are good, and this was confirmed by inspectors' reviews of pupils' work and in discussions with pupils.
- Pupils learn best when they are given opportunities to develop skills and expertise in literacy, reading and mathematics. For example, in a Year 6 mathematics lesson, pupils shared their experience of the use of percentages in everyday life, such as gauging the remaining charge in their mobile phones. They then went on to practise calculating percentages, tackling problems of increasing complexity with confidence.
- Occasionally, pupils are given tasks which they find too easy. Consequently, they do not always reach the highest standards of which they are capable. This is why teaching is not outstanding.
- Teaching assistants give high-quality support to pupils. They are well trained and support pupils with special needs effectively, using skilful questioning to encourage them to develop skills, for example, in working by themselves.
- Pupils learn and develop their speaking and listening skills when teachers ask searching questions. In a French lesson pupils were able to work in pairs, conducting conversations set in a café confidently, with good accents.
- Pupils talk enthusiastically about their work and are proud of the progress which they have made. The school makes strong provision for spiritual, moral, social and cultural education. Pupils participated enthusiastically in an assembly, taking part in a role play about St Paul's imprisonment, organised by members of the congregation of the local church.
- Higher ability pupils in Years 1 to 4 do not always make rapid progress from their starting points because checks on learning are not accurate. Consequently, they do not always reach the levels of which they are capable.

The achievement of pupils**is good**

- Standards at the end of Key Stage 1 have been high in the past and this good level of attainment was sustained in 2014 with results above national averages in mathematics, reading and writing. In the Year 1 phonics test the proportion of boys reaching the expected standard was well above the national average; the proportion of girls was slightly below.
- Pupils' progress is generally good, with significant numbers of pupils making better than expected progress in mathematics and reading. Fewer pupils make such good progress in writing, however, and the school realises that this is an area where action is required to secure improvement.
- Standards at the end of Year 6 have been high for some years but in 2013 they dropped significantly in mathematics. The school analysed the reasons for this carefully and, with help from the local authority, took action to ensure that standards improved. This action was effective, with 2014 results showing significant improvement, especially in the proportion of pupils achieving the higher levels. The school is planning effectively for the introduction of the new National Curriculum in mathematics.
- Standards of literacy are generally high; however, the standard of boys' writing, although above the national average, does not match that of girls.
- The school has eliminated the gap between girls' and boys' performance in reading and mathematics. Girls are now performing better than boys in reading and writing and have caught up in mathematics. This has been due to consistently good teaching and appropriate staff training supported by the local authority and school leaders.
- Standards of reading are high. Pupils enjoy reading and read widely. They read to inspectors with confidence and spoke enthusiastically about the books which they had read. Reading records are kept up to date and parents regularly listen to the reading of younger pupils. In the national phonics test, results were slightly above the national average for boys but for girls were slightly below.
- The achievement of disabled pupils and those with special educational needs is improving but their progress does not yet match those of other pupils, especially in reading and writing. The effect of support and actions taken is not always checked carefully enough to ensure that they are effective.
- The most able pupils in Years 1 to 4 do not progress as quickly as those in Years 5 and 6 because they do not always start from the higher levels which they had already reached.
- In the 2014 statutory tests, the attainment of pupils supported by additional government funding matched other pupils' achievement in reading and mathematics and in relation to the national average. They were one term behind other pupils in writing, however. This represents an improvement compared to the previous year, showing that the gap between pupil-premium pupils and others is narrowing as a result of effective support.

The early years provision**is good**

- Children enter the Reception Year with skills and abilities which are above those expected for their age. As a result of good teaching, they make good progress so they enter Year 1 with above-average standards in reading and mathematics. Writing is less strong, however.
- Teachers have a clear grasp of individual children's stages of development, ensuring that activities are set at the right level. Assessment on entry data and information collected throughout the year do not accurately record their progress, however. The school is aware of this issue and pupils in Reception and Year 1 are being re-assessed, with the co-operation of the local authority to ensure that baseline data are accurate. Thorough planning ensures that activities enable children to move on to higher levels.
- Teaching is good and teachers' skills and subject knowledge are strong. A range of activities develops children's knowledge and skills. In the Reception class children were encouraged to record their experiences on an 'autumn walk' using a word bank.
- Children are prepared well for the next stage of their education, but some activities do not enable the most able pupils to progress rapidly.
- Disabled children and those with special educational needs and those supported through the additional government funding make good progress because teachers and teaching assistants are aware of their needs and plan activities and support which build their skills and confidence.
- Children are well cared for and staff ensure that they are safe and know how to keep themselves safe. They have attractive and well-planned indoor and outdoor learning areas and staff take care that their physical and emotional health is carefully monitored. Relationships with adults and between children are harmonious and the curriculum ensures that spiritual and cultural aspects are incorporated into children's experience.

- Leadership and management are good and staff, including teaching assistants are deployed effectively to promote learning and support children’s development. Staff changes have adversely affected the accuracy of assessment, however. The school is aware of this and is taking decisive action to ensure that this problem is overcome.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125143
Local authority	Surrey
Inspection number	444133

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Arthur Lowthian
Headteacher	Debbie Willemse
Date of previous school inspection	22 May 2008
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