

Inspection of a good school: The Royal Kent CofE Primary School

Oakshade Road, Oxshott, Leatherhead, Surrey KT22 0LE

Inspection dates:

12 and 13 March 2024

Outcome

The Royal Kent CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are confident and independent at this aspirational school. They behave well and are thoughtful and considerate of others. Pupils play together joyfully and ensure they include pupils sat on the school's 'friendship bench' in their games. They take personal responsibility for their behaviour and have had their say to create well-designed class rules. Pupils are happy and know that staff will address any worries they may have quickly.

Pupils are proud members of the school community and work hard to meet teachers' high expectations. They listen attentively to teachers and concentrate on their work well. Children in Nursery and Reception Year participate excitedly in the engaging activities they choose. For example, when designing obstacle courses for their friends to complete.

The school encourages pupils to develop their ambition through a range of inspiring speakers. Pupils learn about the media from a television weather presenter or a variety of other careers, through local business owners. The school enhances this through the wide variety of leadership roles that pupils aspire to. For example, pupils act as young leaders, house captains and digital ambassadors. They also work alongside parent volunteers to run the popular school library. Pupils are rightly proud of the work they do for the school community.

What does the school do well and what does it need to do better?

The school has considered the information and skills that pupils have to learn thoughtfully. They have designed the curriculum in a clear sequence and pupils revisit important knowledge over time. As a result, pupils' understanding becomes increasingly sophisticated. In mathematics, pupils become increasingly confident in adding, subtracting and dividing by the end of key stage 2. Teachers understand the needs of pupils well. They plan adaptations for pupils with special educational needs and/or disabilities (SEND) to ensure that they can learn the same curriculum as their peers.

Teachers explain learning clearly. They provide clear examples or demonstrate activities effectively. For example, in physical education the specialist sports coach broke down a cricket skill into a number of small movements that helped pupils to strike a stationary ball. Teachers check pupils' understanding systematically and address any misconceptions quickly. They use these checks to identify pupils who require additional support and support them to fill any gaps in their learning. However, in some subjects, the activities that teachers design do not always help pupils to retain the important knowledge and vocabulary they are learning effectively. As a result, some pupils do not learn as well as they could.

Pupils, including those with SEND, achieve well. They produce interesting work, which demonstrates the clear progression of the skills and knowledge they learn. For example, in art, pupils produce simple line drawings of British animals and develop them over time through additional shading and more complex techniques. The school prioritises reading. Skilled teachers deliver the well-considered phonics scheme effectively. Teachers consistently model the sounds and letters that pupils need and plan effective interventions to ensure that pupils who require support keep up with the programme. Pupils become confident and fluent readers. They are enthusiastic about the wide range of high-quality texts they read.

The school is calm and orderly. Pupils listen intently when their classmates are speaking and engage in rich discussion with each other. Pupils know the school rules of 'ready, kind, safe' and how they help them behave very well. For instance, they can identify confidently how being 'ready' means that pupils do not disrupt each other and everyone can learn. Pupils attend frequently and punctually. The school has very effective systems to support the relatively small number of pupils who are persistently absent and attendance has improved significantly for this group.

The school has made the personal development of pupils a priority. They learn important concepts, such as democracy and diversity well. Leaders enhance this with the wide range of opportunities pupils have to discuss philosophical and social questions in assemblies. Pupils have a broad range of opportunities to develop their interests and skills. For example, Year 4 pupils complete a qualification to become well-being ambassadors and key stage 2 pupils can represent the school in a range of school teams.

Staff are very positive about the school and are well supported by leaders. They enjoy a range of high-quality training and know that leaders will consider any concerns they have thoughtfully. Governors are well informed and use their knowledge to hold leaders to account and to help shape the school's ambitious future plans.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not plan activities that support pupils in learning key information and vocabulary carefully enough. As a result, pupils do not learn as well as they could and do not retain this important knowledge. Leaders should ensure that they support teachers to plan activities that match the ambitions of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125143
Local authority	Surrey
Inspection number	10321881
Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	David Young
Headteacher	Katie Hancock
Website	www.royal-kent.surrey.sch.uk
Date of previous inspection	20 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a nursery for children aged two to four.
- The school currently uses no alternative provision.
- The Royal Kent C of E Primary school is a Church of England voluntary controlled school. The school's most recent section 48 Statutory inspection of Anglican and Methodists schools took place in June 2018. The next section 48 inspection is due to take place before June 2025.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The lead inspector met with the headteacher as well as with other leaders and staff. The lead inspector also held a telephone conversation with a representative from the local authority and diocese.
- The lead inspector carried out deep dives in the following subjects: reading, mathematics and physical education. They also sampled pupils work from history, geography, art and design and technology. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector considered the views of parents and carers through their responses to the online survey, Ofsted Parent View. The inspectors spoke to staff and pupils during the inspection and took account of staff responses to Ofsted's online staff survey.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Gavin Thomas, lead inspector

His Majesty's Inspector

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