

# The Royal Kent CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125143
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315165
<b>Inspection date</b>	22 May 2008
<b>Reporting inspector</b>	Jane Chesterfield

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Arthur Lowthian
<b>Headteacher</b>	Mrs Pat Ryder
<b>Date of previous school inspection</b>	12 July 2004
<b>School address</b>	Oakshade Road Oxshott Leatherhead KT22 0LE
<b>Telephone number</b>	01372 842495
<b>Fax number</b>	01372 843627

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the qualities in teaching leading to the strengths in achievement and standards, the school's strategies to improve writing and mathematics, and how well leaders at all levels contribute to school improvement. Evidence was gathered from performance data and other documentation; discussions with senior staff, pupils and a governor; sampling of lessons and of pupils' work; observations of children and adults around the school, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

The school is smaller than many primaries and serves a residential community of mainly owner-occupied housing. Very few pupils are eligible for free school meals. The proportion of pupils from minority ethnic backgrounds is less than half the national average. The number learning English as an additional language is below average and none are new to English. The proportion of pupils with learning difficulties or disabilities is above average. The main needs are specific or moderate learning difficulties. Mobility of pupils is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The Royal Kent is an outstanding school where pupils' achievement is excellent. Parents are thoroughly appreciative and supportive of the school and feel fully involved with their children's education. They recognise that the school wants to develop their children as well rounded individuals who can achieve their potential. One commented that Royal Kent is a 'friendly caring school which tries to seek out the best in all its children,' while another described it as a 'nurturing environment for all abilities.' The school's high aspirations in every area of its work were summed up by one parent who said, 'The school has a strong can-do attitude'.

Consistently high quality teaching, excellent guidance and an exciting curriculum mean that pupils make very good and often excellent progress, especially in English. Children enter the Reception class with a level of skills which is broadly average for their age. They make very good progress in the Foundation Stage, and move into Year 1 reaching standards which are above average. This rapid rate of progress continues in Years 1 and 2, and they move into Year 3 reaching consistently well above average standards in reading, writing and mathematics. By the time they leave the school, they have attained very high standards in English, mathematics and science. Last year's results in English were among the best in the country.

Pupils love learning because the quality of teaching is consistently strong throughout the school. There is a real buzz of interest in every class. Teachers make excellent use of assessment and tracking data to plan work which meets the needs of the whole range of pupils' abilities. More able pupils, for example, are constantly stretched and challenged. Pupils with particular needs, including those with specific or moderate learning difficulties, and those learning English as an additional language, are given first-class support. As a result they make progress at the same rate as their classmates. There is excellent teamwork between class teachers and teaching assistants, and supportive, encouraging relationships with pupils, which create a very positive working environment. Very good use of the interactive whiteboards and other resources keeps pupils involved and enthusiastic. Pupils have a clear understanding of how to improve their work because of very well established target setting and helpful marking.

The curriculum is vibrant and gives pupils many excellent opportunities to develop their all round skills and talents. Teachers are not afraid to experiment with different approaches to learning, and this was illustrated well in a history lesson where pupils recreated a courtroom to try Henry VIII's wives. Pupils receive an excellent grounding in literacy and numeracy. There are some good examples of integrated work linking subjects across the curriculum. In Year 1, for example, the day of the Teddy Bear's picnic was used as starting point for work in literacy and mathematics which had pupils totally absorbed. Information and communication technology has improved tremendously since the last inspection, and is now used widely in other subjects. There are excellent examples of creative work around the school, including some stunning sculpture and artwork drawing on different cultures, such as Aboriginal designs. Music is strong and makes a significant contribution to the spiritual and cultural life of the school. Nonetheless, the school has identified that there is scope for developing more creative links between subjects to stimulate and challenge pupils still further, and is working on this as the next step in its drive for improvement.

Excellent pastoral care means that pupils feel safe and secure at school. The school's Christian ethos underpins excellent relationships and a happy atmosphere. The school is rigorous in protecting its pupils and safeguarding vulnerable individuals. Day-to-day care is warm and

supportive. Pupils have a great sense of responsibility towards one another. Year 1 pupils, for example, felt that older pupils 'set them a good example', while Year 5 pupils felt it was right that they should. Pupils feel very safe, knowing that, as one said, 'all the teachers are really good in the way they support you.' Pupils are very committed to working for the school, the environment and the wider community. Representatives on the school nutrition advisory group, for example, are proud of having improved school dinners. The Eco committee, meanwhile, are currently planning for every pupil to make a 'bag for life', and the school council are busy fundraising for the house captains' chosen charity, 'Save the Children'. Pupils love coming to school, and they attend well. Their excellent social skills and very high standards in literacy and numeracy help them get off to a flying start at secondary school.

The success of the school comes about because of the outstanding direction given by the headteacher, with the very capable support of the deputy. Their priority is always to ensure that every child has the chance to do his or her best. Monitoring of the school's performance is careful, rigorous and comprehensive. Pupils' performance is closely tracked so that any extra support needed can be quickly set up. Governors are fully involved in school life. They have an excellent insight into the work of the school, and strike the right balance between challenge and support. The school nurtures and develops its staff as well as its pupils. Subject leaders are doing a very good job, and their role is developing very successfully. School self-evaluation is excellent, and the structures for monitoring and improving its work are firmly established. Although the headteacher is leaving at the end of term, the success of the school and the quality of its leadership at all levels mean it has an excellent capacity to improve still further. As one parent commented, 'We are extremely lucky to have such a great all-round school in our locality.'

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is excellent. Parents speak warmly of how well their children are understood, how well they themselves are involved, and how calm and cheerful the staff are. They work very well as a team to support and develop pupils, and there is a busy, productive atmosphere in the classroom. The staff have created bright and stimulating surroundings inside and out. Careful planning ensures that there is a very good range of activities, and a very good balance between activities led by the teacher and those chosen by the children. Close attention to observation and assessment of children, informing the work they are given, means that they are able to make very good progress in Reception.

### **What the school should do to improve further**

- Build on the work currently underway to increase creativity in the curriculum and links between subjects.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

09 June 2008

Dear Pupils

Inspection of The Royal Kent CofE Primary School, Leatherhead, KT22 0LE

Thank you for being so helpful and friendly when I visited your school. I really enjoyed meeting you and talking to you. I agree with you and your parents that Royal Kent is an outstanding school, and I could tell that you are very happy to be there. You are making excellent progress in your lessons, because your teachers know you so well and make your work interesting, lively and challenging.

I was very impressed with your excellent behaviour in the school and the playground, and I thought that you all got on together very well indeed. The staff take very great care of you, and those of you who need extra help get just the right support.

The headteacher and her staff run the school exceptionally well, and know how to make it even better in future. We have agreed that they are going to make lessons even more imaginative and exciting, and make more links between the subjects that you learn. This means you will be able to try using different skills in new situations.

Well done to you all, and best wishes for the future.

Yours sincerely

Jane Chesterfield

Lead Inspector