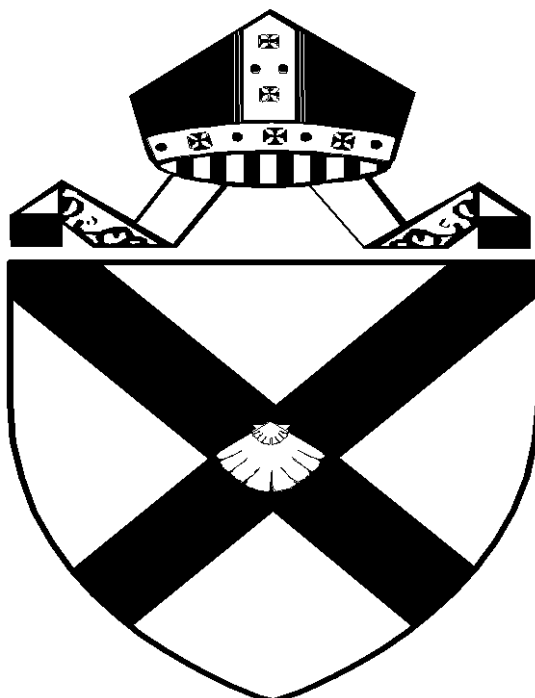


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2008



**St. Katharine's Church of England
Primary School**

Main Road, Knockholt,
Sevenoaks, Kent TN14 7LW

Voluntary Aided

Kent LA

Unique Reference No: 118713

Head Teacher: Sarah-Jane Tormey

Chairman of Governors: Andrew Miller

Incumbent: Rev. John Benson

Inspector: Julia Watts N.S.No.466

Inspection: 2nd & 3rd July 2008

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

St. Katharine's Knockholt Church of England Primary school is a good Church school with a good capacity for improvement.

Overall Grade: Grade 2: Good

SCHOOL CONTEXT

St. Katharine's Knockholt is a Voluntary Aided Church of England Primary school in the small Kent village of Knockholt, about 4 miles from Sevenoaks. It is a very popular village school of 129 pupils who are mostly White British. Standards on entry are just above average and are well above average by the end of Year 6. Ofsted judged it to be a good school with outstanding provision for pupils' spiritual, moral, social and cultural development.

ESTABLISHED STRENGTHS

- The Christian family atmosphere amongst pupils, parents and staff.
- The quality of display and environment of the school that promotes Christian spiritual development.
- The supportive and mutually enriching relationship with the parish church.

FOCUS FOR DEVELOPMENT

- Use assessment levels in Religious Education to set appropriately challenging work.
- To involve pupils and parents in the process of evaluating Collective Worship.
- To use a more detailed self-evaluation toolkit to help with aspects of Church school development.

How well does the school, through its distinctive Christian character, meet the needs of all learners? Grade 1: Outstanding

St. Katharine's Knockholt promotes Christian values and spiritual development, as a result of which pupils are hard-working and well-behaved. They are very proud of the caring family atmosphere that helps them to learn to work together and to persevere. Pupils understand Jesus' teachings to mean that they should not take the 'easy route' through life but to think what God might have them do. They value the importance of being listened to by staff and say they know that their opinions matter. In this school, pupils know they should look after one another and that the older pupils have a responsibility to show younger pupils how to behave. Adults in the school have very good supportive relationships with one another and this is reflected in their interaction with the pupils. The school environment provides excellent opportunities for pupils to care for and reflect on the beauty of creation. Creative displays of pupils' work are of a high quality and support learning in Religious Education (RE). Collective Worship displays, such as the prayer board, encourage learners to reflect on their relationship with God. Pupils make excellent progress in spiritual and moral awareness and can link their behaviour and decisions to biblical ideas.

What is the impact of Collective Worship on the school community?

Grade 2: Good

Collective Worship has a central place in school life and has a very positive impact on pupils, who enjoy 'learning about God in a fun way'. The Worship co-ordinator works with the Rector and other visitors to plan Collective Worship around biblical passages or themes. All teachers attend daily Collective Worship and the Headteacher leads Grace in the hall for pupils before lunch. Pupils enjoy worship times and value the opportunities to be with each other and share together. They say lighting the candle helps them to concentrate and pray. Pupils can relate the Christian teaching from Collective Worship to their own lives. However, pupils would like to be more involved in the evaluation process and contribute towards making Collective Worship even more effective. The school does well in developing in pupils an understanding of Anglican faith and practice. For example, both pupils and parents enjoy their special services in the church, which celebrate major Christian festivals throughout the year and at the end of each term. Pupils know the Lord's Prayer and the key festivals in the Church's year, including Pentecost.

How effective is Religious Education in the school?

Grade 2 - Good

Standards in RE are good because the majority of teaching and learning in Religious Education (RE) is good or better. Pupils enjoy RE and show a positive attitude to it. They are confident to share their own ideas and beliefs. They value teaching and learning in other faiths, as they know it will help them to be tolerant and understanding as they grow older. Younger pupils can recall key Bible stories, and older pupils are able to interpret Jesus' sayings and derive meaning for their own attitudes and behaviour. Pupils' learning in RE enables them to grow morally and spiritually. This is because there are good opportunities for pupils to relate their learning to themselves when studying Christianity in Key Stage 1, although this is not consistent throughout Key Stage 2. RE is recognised by the school as important: adequate time is given to it and the subject is well resourced. However, teachers have not yet grasped an effective understanding of the levels for assessment in RE to ensure that the written tasks set always enable pupils to achieve at the appropriate level.

How effective are the leadership and management of the school as a church school? Grade 2: Good

This delightful village school has an inclusive family feel because the head teacher and senior managers are committed and clear about their Christian vision to nurture and encourage each individual child. The school is well managed and supported by its Foundation Governors. The school and the church enjoy a supportive and enriching relationship and many governors and parents work hard to maintain good levels of communication. Foundation Governors have been involved in the self-evaluation process with senior staff, although parents and pupils are not yet formally involved. The school's self-evaluation as a Church school is accurate and this effective evaluative process has highlighted areas for development in Collective Worship. However, the school has not yet benefited from the use of a more detailed self-evaluation toolkit, as provided by the Diocese. The Rector makes a valued contribution to the worship and pastoral care of the school. He regularly shares school news with the congregation in Sunday services and links are further strengthened through the Parish magazine and websites. Parents spoke enthusiastically about the supportive Christian ethos that underpins school life and the positive effect this has on their children's spiritual and moral development.