



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsdown and Ringwold Church of England Primary School	
Address	Glen Road, Kingsdown, Deal, Kent, CT14 8DD

School vision

At the heart of our seaside village community, our school celebrates and values the God-given skills and talents of each person, by providing a nurturing environment that promotes deep thinking and curious minds. We strive to raise the aspirations of all, by creating independent and resilient learners, who make an individual and collective difference to our local and global environments.

School strengths

- Through the vision, the school has created a nurturing environment where adults and pupils feel safe to be aspirational. They are empowered in striving to reach their full potential.
- Strong collaboration with the trust ensures continued professional development for staff. This positively supports the development of Kingsdown and Ringwold in its role as a Church school.
- The curriculum provides pupils with multiple opportunities to deepen and extend thinking, building confidence and resilience in learners.
- Spurred by its biblical story, this is a school that cares for its community. It encourages pupils to think about their responsibilities to others through various leadership roles.
- Religious Education (RE) is taught through a progressive curriculum that inspires pupils to reflect on and celebrate a range of religions and worldviews.

Areas for development

- Develop collective worship to further support, inspire and encourage reflection by all pupils.
- Deepen the understanding of spirituality across staff, pupils and governors, developing a shared language and enriching planned opportunities within the curriculum.
- Enhance work with the trust and diocese so that pupils understand the global nature of injustice and social action.

Inspection findings

This nurturing school takes great pride in supporting pupils and adults in being the best they can be. Through its Christian vision, Kingsdown and Ringwold creates a welcoming environment, which fosters caring relationships built on mutual respect. Pupils, parents and staff are treated as individuals and are empowered to be aspirational. A focus on well-being prepares pupils to embrace challenge and allows staff to facilitate individual growth and development. The school is well respected and valued by the seaside village community.

The leadership team has a clear understanding of the community the school serves and this is reflected in the Christian vision. Through the vision, and its associated bible story, pupils recognise the value of resilience and are supported in overcoming challenges. Staff members explain they do not shield the pupils from challenge. Instead, they approach difficulties as a supportive community and then overcome them together. This is, in part, facilitated by the work of the nurture team whose

influence runs through the fabric of the school. Staff build trusting connections with the pupils. This allows pupils to feel safe and able to express themselves, fostering a growth in emotional well-being. The pupils have opportunities to work with animals, such as ducks and guinea pigs, as well as work in the school allotment. In this way they are reminded to look after the little things in this world. This helps nurture care and compassion in their lives, as well as reinforcing the school values of interdependence, trust and humility. Ongoing professional development and collaboration with the trust, results in teachers who feel valued. They are confident in leading subjects and supporting others.

The curriculum provides opportunities for deep thinking and understanding. The bible story of the paralysed man inspires pupils to recognise that they may meet problems in their learning journey. It is the support of those around them that enables them to become resilient learners, that are not deterred by challenge. Spurred on by the 'Thinking Pit', pupils recognise that perseverance will lead to greater understanding. Big Questions promote deeper thinking and opportunities for reflection, encouraging pupils to experience greater breadth in their thoughts. The curriculum is enhanced through working with the trust. Staff share best practise and pupils have access to communal trips. This ensures the pupils are engaged and enthused about their learning. The curriculum includes elements of awe and wonder. Staff readily embrace the spaces available within the school grounds to capture moments to reflect. The leadership team, with support from the trust, are developing an understanding of spirituality across the school. Staff and governors have attended sessions aimed at building confidence and expertise within spirituality. However, this is not yet fully embedded within the curriculum.

Collective worship is a time when the whole school comes together. Big questions are used to promote engagement and foster spiritual growth through the worship. Together, with moments of prayer and reflection, children are inspired to consider their behaviour within school. One pupil explained that worship supported them in learning 'how to make someone's day better'. This helps create a school community that makes a collective difference to the daily lives of each other. Specific art worships are used to promote reflection in the classroom and at home. Within these, each pupil is given a pencil and piece of paper in the hall and asked to keep it with them throughout the day. This allows pupils to explore the ideas and topics of collective worship in a wider context. At present the themes and delivery do not consistently inspire deep reflection by all pupils.

School leaders carefully selected the bible story of the paralysed man as an example of their values in action. The pupils have a clear understanding of this and see it as an illustration of how to behave every day. Pupils lead clubs, show visitors around the school and front fund-raising activities. Through this, pupils embrace opportunities to develop their leadership and teamwork skills. One pupil explained that they seek to nurture each other and be fair to those around them. Pupils treat each other with respect, which reflects the environment the school creates. The quiet garden and allotment areas are supervised during playtimes. Pupils can use these spaces, if they wish, to be still and reflect. Pupils understand they can talk to teachers if they are worried about anything. This allows them to be calm and develop strategies to overcome barriers within a supportive environment. One pupil described the school as a place where they help each other, include each other and treat each other equally. Well embedded leadership and collaborative strategies result in a positive environment where pupils treat each other well. Through the vision, pupils at Kingsdown and Ringwould are supported in developing a self confidence that empowers them to be aspirational.

The vision underpins how pupils are encouraged to think about others. Pupils explain that they can see examples of nurture, learning and social justice through the story of the paralysed man. As a result, they feel the community and world can be a better place through their individual and collective effort. Each year pupils nominate, and vote on, a school charity. They take part in activities

to raise money, learning about the work of the charity along the way. The school engages in local community activities such as visiting local residential homes or holding litter picks on the beach. Pupils demonstrated a shared responsibility to others by writing a letter to the local MP around air pollution. Their collaborative effort makes a difference to the world immediately around them. Many of these initiatives have a local focus and are initiated by adults within the school.

RE is taught through a sequential scheme that is designed to build on prior learning and deepen understanding. Big questions encourage the pupils to reflect. The school uses ‘hooks’, such as holi celebrations, to capture the pupils’ attention and imagination. A recent trip to a Gurdwara was inspirational for pupils and staff. As a result, pupils enjoy learning about world faiths and looking into other beliefs and religions. Pupils explain that, through RE, they are taught to respect other religions and worldviews. The school works closely with the diocese to ensure staff are offered regular training opportunities. Subject leads across the trust support each other and share best practise to ensure the curriculum remains engaging. The RE leads training for staff that enhances their subject knowledge. This results in teachers who are supported and confident in delivering the curriculum.

The inspection findings indicate that Kingsdown and Ringwold Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Kingsdown and Ringwold Church of England Primary School	Inspection date	22.01.24
URN	148308	VC/VA/Academy	Academy (VC)
Diocese/District	Canterbury	Pupils on roll	212
MAT/Federation	DEALT – Deal Education Alliance for Learning Trust		
Headteacher	Jo Hygate		
Chair of Governors/ Trust Board	Roger Walton		
Inspector	Simon Krafft	No.	