



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The King's Voluntary Aided Church of England Primary School	
Address	Cumberland Road, Richmond, TW9 3HJ
School vision	
<p>“Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect”.</p> <p>'Love one another as I have loved you.' John 13:34</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision, expressed through its biblical reference, underpins the strategic direction of The King’s. It has a powerful impact on daily life and is actively lived out through the school's associated Christian values.</li> <li>• The values of love, compassion and respect are deeply embedded in this community, where adults and pupils are treated well.</li> <li>• Guided by the vision, effective and inclusive provision for pupils with special educational needs and/or disabilities (SEND), enables them to flourish.</li> <li>• Collective worship strongly reflects the school’s vision and foundation. It is varied, engaging and inclusive, enabling pupils and adults to flourish spiritually.</li> <li>• The religious education (RE) curriculum is of a high standard, building pupils’ knowledge sequentially. This, together with engaging and interesting teaching, ensures that pupils make strong progress.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Further embed a shared understanding and language of spiritual development. This is to enhance pupils’ engagement with, and appreciation of, their spiritual feelings and perspectives.</li> <li>• Extend pupils' engagement with social action projects, so that they fully understand how they can make a positive difference in society. This is to enable them to become independent agents of change in their community and beyond.</li> </ul>	
Inspection findings	
<p>The vision’s commitment to encourage ‘every child to reach their full potential’ is the driving force at The King’s. It underpins strategic decisions and has a powerful impact on daily life. Following Jesus’ example, it is lived out through the Christian values of love, compassion and respect. Leaders accurately evaluate the impact of the vision on the work of the school. They identify ambitious school development priorities. Dedicated governors, particularly the faith and wellbeing committee, monitor the extent to which the vision enables all to flourish. Their role in evaluation can occasionally stray into overlapping with the work of senior leaders, however. Governors’ oversight sustains a constant focus on the impact of the vision during a period of change. Driven by the vision, leaders value each person as an individual child of God at The King’s. They ensure that this is central</p>	

to personal relationships, daily practices and routines. Celebrating the school's diversity and welcoming pupils with SEND put equality into practice, enabling adults and pupils to thrive.

A set of learning skills and behaviours is used to exemplify the vision: resourcefulness, for example. Each is illustrated through a biblical reference, contributing to pupils' personal and spiritual growth. These are core to teaching, encouraging and motivating pupils to persevere and develop as individuals, as well as collectively. The rich curriculum and extracurricular activities enhance pupils' creative, expressive and physical talents. Learning about the local area strengthens this inclusive Christian community. Staff embrace the importance of spiritual development for pupils and themselves. Following inspiring training led by the diocese, staff identify opportunities to develop spirituality through the curriculum. Some planned opportunities encourage pupils to think about life's meaning and purpose. For example, a novel set in the Second World War prompts them to consider issues of prejudice, tolerance and bereavement. However, pupils' responses tend to lack depth. This is because a deep understanding and language of spirituality is not fully embedded. Effective leadership and high-quality staff training secure inclusive provision for pupils with SEND, enabling them to flourish. Inspired by the school's vision to 'love one another', pupils are aware of their classmates' needs and actively support each other. A resourceful parents' and carers' group has a strong impact on the wellbeing and achievement of pupils with SEND. Surveys demonstrate how parents and carers welcome the quality of liaison with staff and the school's inclusive practices.

Collective worship strongly reflects The King's vision and foundation. It is varied, engaging and inclusive, enabling pupils and adults to flourish spiritually. Clergy from two local churches add authenticity by leading whole-school worship. They also offer practical guidance to staff. The churches prepare special services marking key festivals with the assistance of pupil faith and prayer ambassadors. These enrich pupils' and adults' appreciation of the Church year. For example, the whole school joyfully celebrated Palm Sunday in church on a Monday with a real donkey. Pupils reflect and engage privately, writing their own thoughts or messages in prayer spaces in their classrooms. A peaceful prayer garden offers a restorative space for all to engage in reflection. Thus, collective worship enriches and restores the individual spiritual lives of pupils and adults.

The values of love, compassion and respect are a driving force in the school. Because of this, pupils' behaviour is exemplary and there is a culture of respect and kindness. Older pupils act as play leaders with younger pupils at lunchtime in the playground, building trust and showing love. Mixed-age sports, drama, music and arts after-school clubs boost pupils' social development. There is a strong appreciation of diversity, which enhances pupils' personal growth. Staff in their various roles enjoy professional fulfilment through high-quality training. They feel well supported in their personal circumstances, as well as their professional lives. As a result, many stay long term, while others return after working elsewhere. Leaders prioritise mental health support, securing specialist therapies and training key staff to support pupils. As a result, pupils receive help quickly, enabling them to build emotional resilience. Guided by the vision, these factors combine so that pupils enjoy coming to school and attendance is high.

The Christian values of love, compassion and respect guide the school's expectations that pupils should take personal responsibility within the community. Wide-ranging pupil leadership roles strengthen their understanding of this. Fundraising stalls for charity and carol singing at the local care home offer opportunities for involvement. Driven by the vision 'to love one another', leaders have developed a partnership with a local charity working with homeless people. Through direct engagement with the charity, the faith and prayer ambassadors have crafted a whole-school campaign. They lead class-based worship about homelessness, plan and organise a collection of products to donate, and deliver them for distribution. The eco team raises pupils' awareness of waste by setting up a 'Royal Refill' day. Pupils who are highly involved with these projects are energised and the personal impact on them is clear. They understand advocacy for change, whether

it is care for those in need or looking after God's creation. However, the majority of pupils are less involved, so have a weaker understanding of advocating for social justice. As a result, an outward-looking culture of justice is not embedded across the school.

The well-balanced RE curriculum includes world religions and worldviews, with an appropriate focus on Christianity as a living, world faith. It builds pupils' knowledge sequentially. Subject leadership is highly effective and is supported well by the diocese. This ensures that teachers receive accurate training and guidance to enhance their confidence in teaching RE. As a result, they are enthusiastic and show good subject knowledge. Leaders prioritise the importance of valuing the range of faiths within the community. They seize opportunities that foster inclusion and appreciation for diversity. For example, a Muslim parent was invited as a guest speaker to explain the importance of Ramadan. These experiences enrich pupils' understanding of religious practices, such as fasting and giving, across faiths. Engaging and effective teaching motivates pupils and strengthens their interest in RE. For example, the youngest pupils explore their ideas about creation through outdoor learning. Older pupils conduct a debate about the biblical character of Ruth. This enables them to gain a deeper understanding of the concept of sacrifice. Teachers assess pupils' achievement thoroughly. They have a good knowledge of Christianity, as well as other world religions and worldviews. The quality of pupils' written work in RE is consistently good, including pupils with SEND. Pupils at The King's enjoy learning RE and achieve well.

The inspection findings indicate that The King's Voluntary Aided Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	24 June 2024	URN	102921
VC/VA/Academy	Voluntary aided	Pupils on roll	398
Diocese	Southwark		
MAT/Federation			
Headteacher	Adrian Corke		
Chair	Janine Farrance and Larissa Sutton		
Inspector	Rachel A Jones	No.	2237