

SERVE Evaluation Report



**Celebrating our
Methodist Foundation**





Introduction from Miss Handford, Head.

At Kent College, our ethos has always been about more than academic success.

We believe that an exceptional education develops character as well as knowledge.

We believe that it is as important to nurture kindness as well as confidence.

We believe that we should prepare our young people not only for exams but for life.

That is why we are particularly proud of the outcome of our recent SERVE evaluation.

SERVE (Spirituality, Ethos, Relationships and Values Evaluation) is the quality assurance framework developed by the Methodist Independent Schools Trust. It provides an independent evaluation of how effectively a Methodist school lives out its values in every aspect of school life.



SERVE asks questions that really matter to our parents:

Do children feel that they belong?

Are they known and valued as individuals?

Do they receive exceptional pastoral care?

Are they encouraged to think independently and act with integrity?

Does the school create opportunities to make a positive difference?

Is there genuine warmth, kindness and respect throughout the community?

We are delighted that the report concludes that:

“Kent College’s Methodist foundation continues to thrive.”

This booklet shares some of the highlights from the report and gives an insight into the distinctive culture that our pupils experience every day.

What is SERVE?

SERVE stands for Spirituality, Ethos, Relationships and Values Evaluation.

It is the Methodist Independent Schools Trust's framework for evaluating Methodist schools and has been developed specifically to recognise excellence in areas that cannot be measured through exam results alone.

The framework considers four interconnected areas:

METHODIST ETHOS AND VALUES

How successfully the school's values are understood, lived and modelled by pupils, staff and leaders.

METHODIST EDUCATION

How well the school enables every child to flourish academically, emotionally, physically and personally.

METHODIST COMMUNITY

Whether the school is genuinely inclusive, welcoming and committed to serving others locally, nationally and globally.

METHODIST SPIRITUALITY AND CHARACTER

How effectively the school nurtures reflection, purpose, compassion and spiritual development in an environment where everyone is welcomed and respected.

Together these areas create a picture of the whole child and the whole school.

A RIGOROUS AND THOROUGH PROCESS

A SERVE report is based upon extensive evidence gathered during a full-day evaluation by experienced senior leaders from other Methodist schools together with representatives from the Methodist Independent Schools Trust.

During their visit they:

- Observed lessons across both the Prep and Senior Schools.
- Attended Chapel.
- Met with the Head, Chaplain and senior leaders.
- Held discussions with pupils from across the school.

Met staff responsible for pastoral care, wellbeing, learning support and community partnerships.

Explored our Global Citizenship programme.

Considered evidence from safeguarding, pastoral and curriculum provision.

Evaluated how our Methodist foundation influences everyday school life.

The report is therefore based on written evidence, first-hand observations, conversations with pupils and staff, and the lived experience of the school community.

What makes SERVE particularly robust is that inspectors don't simply review policies or speak to senior leaders. They experience the school as pupils do. During the day they observed lessons from Year 2 through to the Senior School, attended Chapel, toured both the Prep and Senior Schools, spoke with pupils of different ages, met pastoral and academic staff, explored community partnerships and evaluated how the school's Methodist values are expressed in everyday life. **The report is therefore built on first-hand evidence gathered across every stage of a child's journey through Kent College.**

OUR OVERALL FINDINGS

The report begins with the following summary:

"Kent College's Methodist foundation continues to thrive, strongly reflected through its ASPIRE values... Demonstrated through the actions of staff and pupils, there is a clear and common sense of purpose to an agreed set of values."

Inspectors found our school to provide academic excellence alongside kindness, inclusion, wellbeing and service to others.

They recognised a community that is:

- Warm and welcoming.
- Ambitious.
- Deeply inclusive.
- Intellectually curious.
- Compassionate.
- Committed to helping every young person flourish.



Methodist Ethos and Values

What SERVE looks for

The framework considers whether the school's values are genuinely lived by everyone in the community, creating a shared sense of purpose built on servant leadership, inclusion and respect.

WHAT THE INSPECTORS FOUND

The report praises the clarity of leadership and the consistency with which our values are experienced throughout the school.

“The head and leadership team strongly supported by the chaplain have a clear vision of what they want to achieve and their primary purpose is to serve and support the staff who in turn serve and support the pupils. There is deep humility and servant leadership at all levels.”

Inspectors also recognised that staff actively choose Kent College because our values align with their own:



“Many have chosen to work at the school because its values match their own.”

Throughout the visit they found a culture where values are visible not as words on a wall but through everyday relationships.

Methodist Education

SERVE Report – Spirituality, Ethos, Relationships and Values Evaluation.

SERVE looks for a Methodist education developing the whole person. It values academic achievement while placing equal importance on personal growth, emotional wellbeing, physical health and individual potential.

PREP SCHOOL

The inspectors found that even the youngest pupils are encouraged to think deeply, ask questions and become confident learners.

Examples highlighted include:

Year 2 pupils enthusiastically exploring the Easter story through thoughtful questioning.

Year 5 pupils confidently discussing the dangers of smoking and vaping during PSHE, working collaboratively and demonstrating excellent understanding.

The introduction of Zones of Regulation, helping younger children recognise, understand and talk about their emotions from an early age.

The report notes that pupils are highly engaged, curious and eager to learn, while teaching is carefully adapted to meet individual needs.

SENIOR SCHOOL

Across the Senior School, inspectors found pupils who are intellectually curious, articulate and confident in expressing and justifying their views.

Among the examples observed were:

A Year 8 Global Citizenship lesson exploring whether war can ever be justified, where pupils debated respectfully using evidence and philosophical thinking.

Sixth Form mentoring programmes, where older students are trained to support younger pupils.

Students openly discussing how teachers adapt learning to support dyslexia and additional needs.

Inspectors concluded that pupils become:

“Rational in their thinking, aspirational, independent and open-minded.”



WHAT THE INSPECTORS FOUND

The report celebrates the school's holistic approach:

“The school successfully nurtures academic success, personal growth, and both physical and emotional wellbeing.”

Teaching was recognised as:

“Rigorous, exciting, challenging and effective.”

The report also praises the school's inclusive approach:

“Inclusivity lies at the heart of much of what staff and pupils believe and do.”

And concludes:

“Staff have unconditional positive regard for pupils.”

Inspectors particularly highlighted the way pupils become independent thinkers who are encouraged to question, debate and base their opinions on evidence.



Methodist Community

SERVE looks for a school community that is loving, welcoming, inclusive and committed to serving others, where pupils develop a sense of responsibility for the world around them.

COMMUNITY IN ACTION

PREP

Forest School introducing children to sustainability and the natural world.

Sponsored walks, Colour Runs, Comic Relief fundraising and triathlons.

School Council leading to real improvements such as additional playground equipment.

SENIOR

Astronomy GCSE partnership with local state schools.

Dragon's Den project with a Methodist primary school.

Global Citizenship programme.

Sixth Form mentoring.

Volunteering and Food Bank support.

These examples demonstrate what inspectors describe as a community extending “**well beyond the classroom**” where pupils learn that service is an everyday part of school life.

EXCEPTIONAL PASTORAL SUPPORT

The inspectors repeatedly comment on the school's thoughtful approach to wellbeing.

They recognised the impact of:

The creation of the Pastoral Hub.

Specialist SEND provision.

Girls on Board.

Zones of Regulation.

Listening carefully to pupil voice through surveys, School Council and the Equality, Diversity and Inclusion group.

Perhaps most importantly, inspectors found that pupils themselves recognised the impact of this support.

“Pupils reflected on feeling understood and listened to.”

WHAT THE INSPECTORS FOUND

Inspectors found that Kent College's sense of community extends well beyond the classroom.

They praised:

Global Citizenship.

Community partnerships.

Mentoring.

Charitable service.

Pupil leadership.

Opportunities for every child to contribute.

One pupil summed up the school's culture beautifully:

“Everyone's got a crowd. No matter who you are, you are accepted – inclusion couldn't be stronger.”

The report concludes that pupils develop “**a strong sense of belonging and inclusion**” and are encouraged to become active global citizens who want to make a difference.





Methodist Spirituality and Character

SERVE looks for an environment where pupils can explore life's biggest questions, develop their own beliefs, respect the beliefs of others and discover purpose, compassion and character.

PREP SCHOOL

The report highlights how spirituality begins naturally through Forest School, reflective spaces and Chapel.

Young pupils are encouraged to wonder, ask questions and appreciate the world around them, developing curiosity alongside compassion.

SENIOR SCHOOL

Older pupils are encouraged to engage with increasingly complex ethical and philosophical questions.

Inspectors particularly highlighted:

- Debates exploring morality and justice.**
- Chapel Prefects writing sermons.**
- Discussions that are "free from dogma and bias".**
- Pupils respectfully exploring different beliefs and viewpoints.**

One Year 7 and 8 Chapel service was singled out for praise because of the thoughtful sermon delivered by a Sixth Form Chapel Prefect.

WHAT THE INSPECTORS FOUND

The report recognises Kent College as:

"A safe place for pupils to explore, develop and nurture a personal spirituality."

Inspectors praised the inclusive nature of Chapel and the work of the Chaplain, describing chapel as:

"Invitational and welcoming to all, inclusive, reflective and engaging."

They also celebrated the atmosphere created throughout the school:

"The warmth and engagement of the chaplain is recognised and appreciated by pupils and staff alike."

Perhaps the most memorable pupil comment came after discussing Chapel:

"It's really cool to go to the church."

STRENGTHS IDENTIFIED BY THE INSPECTION TEAM

The inspectors identified seven particular strengths:

The Global Citizenship programme.

The open and warm culture.

The light and warmth brought to chaplaincy by the Chaplain.

The collective sense of purpose around the ASPIRE values.

The culture of inclusion and celebration of difference.

Innovation in learning and pastoral support.

The breadth of community partnerships.

LOOKING AHEAD

SERVE celebrates the culture we have built together, but it also reminds us that education is never complete.

Our Methodist foundation continues to inspire us to provide an education that is ambitious, compassionate and inclusive; one in which every child is encouraged to flourish academically, grow in confidence, develop character and leave Kent College ready to make a positive difference in the world.

We are incredibly proud that this independent evaluation recognised so much of what makes Kent College such a special place.

The full report can be found on our website [here](#).

The Global Citizenship Diploma



- English, Maths, Science, History, Geography – 50% of the Diploma
- *To be effective global citizens, learners need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically and communicate ideas effectively. – Oxfam*
- Identity and Diversity
- "A global citizen is somebody who contributes to the community. They don't just follow the crowd. They are their own person, and they want to make a difference, but they can't do it on their own response"



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