



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Rosley Church of England Voluntary Aided Primary School

Rosley Wigton Cumbria CA7 8AU

Previous inspection grade: Good

Current inspection grade: Good

Diocese: Carlisle

Local authority: Cumbria

Dates of inspection: 18 November 2015

Date of last inspection: 23 November 2010

School's unique reference number: 112306

Headteacher: Stephanie Wilson

Inspector's name and number: Ruth Wall 548



Diocese of Carlisle
Growing Disciples

School context

Rosley Church of England Primary School serves a predominately rural community in north Cumbria. It is a much smaller than the average-sized primary school with 66 children on roll. Pupils attend from nearby village communities and the town of Wigton. The proportion of pupils eligible for support through the pupil premium is below average as is the proportion with special educational needs. There have been significant changes in governance since the previous inspection and the chair of governors was appointed in September 2015.

The distinctiveness and effectiveness of Rosley as a Church of England school are good

- Distinctive Christian values permeate relationships throughout the school and result in the school being a happy and secure place to learn and work.
- Relevant and engaging collective worship inspires and challenges pupils.
- Children's spiritual, moral, social and cultural development is very well supported by broad learning experiences and interactive activities.
- The strong link with Holy Trinity Church impacts positively on pupils and promotes the Christian character of the community.

Areas to improve

- Involve the whole school family in a review of the mission statement and aims so that they reflect the school's distinctive Christian ethos.
- Improve the consistency of marking in RE so that children always understand how to improve their work.
- Leaders and governors to work together to ensure that self-evaluation contributes effectively to strategic planning of church school distinctiveness, including collective worship and RE.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values permeate all aspects of school life and relationships between all members of the school community are excellent. Parents comment on how older children demonstrate kindness in their care for younger pupils through the buddy system. They say, 'Special relationships are formed here which carry on when they leave school'. The distinctive character of the school is based on explicitly understood Christian values. This is evident in displays around school and in children's excellent understanding of Christian teaching about the school's values. One child explained that the final words of the 'Footprints' poem were the most important. 'Where there is one set of footprints means that Jesus is always with us'. Fund-raising is often initiated by the children, for example they decided to raise money for Eden Valley hospice and the Ebola crisis. They link their care for others to the way Jesus helped people. Children's efforts and achievements in and outside school are acknowledged and celebrated. The school's behaviour policy gives clear direction in developing the Christian values which encourage and reinforce children's excellent conduct. In this secure learning environment, pupils achieve well. Academic attainment and progress is at least good across the school. A focused Christian perspective is given to planning across the curriculum. During Harvest, children learnt about poverty in different parts of the world. Their compassion was evident in their successful fund-raising activities for Christian aid projects. Creativity is a key feature of the school. Children are very proud of the 'Prayer Spaces' they have created in classrooms. They are places where they express their views and feelings and develop a sense of spirituality. To enable children to further develop their understanding of the global church, diverse communities and faiths, the school has recently enrolled in the 'Global Learning' project.

The impact of collective worship on the school community is good

Collective worship is an important focus to every school day, bringing the school community together. Children particularly enjoy being involved through music, visual stimuli, and drama. Worship also provides the opportunity for quiet reflection and prayer, and children respond well and respectfully to this. The quality of the singing is outstanding and enhances the worship experience. Planning includes exploring the Bible, Christian festivals and Christian values. Information about each half term's themes is put onto the website to support parents in talking to children about these values and issues. Themes introduced in worship are followed up in other areas of the curriculum. Children plan and lead worship for special Christian celebrations. This develops their understanding of the nature and purpose of Christian worship as well as their leadership skills. Parents speak highly of the special services in Holy Trinity Church, 'They are not just for the children – all are made welcome'. Parents helping with the Shrove Tuesday service were impressed with the emphasis given to the Christian meaning. Children have a very good knowledge of the life and person of Jesus and a developing understanding of the nature of God. They understand that the Holy Spirit is a gift that can help them in their daily lives. The close partnership with the parish church enriches worship. Children and staff appreciate the input from the vicar. They agree that, 'He always makes it interesting and fun'. Prayer is a very important aspect in worship and throughout the school day. Children know formal prayers and also articulate their understanding of the value of personal prayer. All stakeholders are involved regularly in commenting on collective worship. This, however, does not consistently include a level of challenging, evaluative comment that leads to strategic planning.

The effectiveness of the religious education is satisfactory

Children speak positively of their enjoyment of RE. There is a good balance between learning about and learning from religion. The allocation of curriculum time to the subject is in line with diocesan expectations and RE themes are also considered during topic work. The teaching of RE is good and children show confidence in expressing their thoughts and beliefs orally or within their writing. They participate with enthusiasm and are able to reflect on their own learning. Children are developing their confidence in analysing information and raising questions which deepen their understanding. Teachers use the local church to teach aspects of the curriculum.

They appreciate the vicar's support in teaching. He discusses challenging issues with Key Stage 2 and leads 'mock' 'baptisms' for younger children. Children say they enjoy the variety of learning experiences offered in RE. They recognise the importance of learning about other faiths and the need to respect those who think differently. They say, 'It helps you to understand different people's beliefs'. Children have been inspired to think about worship within the school environment, especially in planning for their own prayer spaces. Teachers have good subject knowledge. They set tasks that are interesting and generally matched well to the needs of their pupils. This enables pupils to learn effectively and develop their skills. However, portfolios of work have not been compiled to support staff in making use of assessment criteria. Marking of written work, whilst being affirming of children's efforts, does not consistently give challenging targets for development. It does not provide children with a clear focus of what they need to do next to improve. The school has begun the process of addressing these issues through school improvement planning, to ensure that standards of attainment reflect the importance of RE as a core subject.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher's Christian vision is lived out in action. Her colleagues say that she leads by example and promotes a strong team spirit. The school's Christian character is central in promoting the wellbeing and achievement of all members of the school community. Although the mission statement and aims have recently been reviewed, the result does not reflect, or make explicit, the outstanding Christian ethos evident in the school. The majority of governors are newly appointed and therefore training in church school issues is an important focus for school development. Governors say they are excited about taking the school forward and are involving themselves in the life of the school in a variety of ways. This includes helping in class, on school trips and monitoring of collective worship and RE. Leaders are aware that time is required in order to embed formal procedures for strategic planning. The partnership with the parish church and community is outstanding. Important celebrations are shared events. Leadership of collective worship is very effective. The new leadership of RE is taking action to address issues identified and prioritised in whole-school planning and this is beginning to make a positive impact. The response to the focus for development from previous inspections has resulted in significant improvements for the school as a church school. The vicar (ex-officio governor) has been proactive in supporting class teaching and leading professional development in promoting Christian values throughout the school. Children take their responsibilities seriously and are proud of the contribution they make to decision making through the school council. The school values its relationship with parents who give overwhelming support for school activities and the Christian ethos. The words of one parent reflect the thoughts of many, "You have helped us to turn our children into independent, strong, wonderful people...how lucky are we to have stumbled across such a haven'.

SIAMS report November 2015 Rosley Church of England Primary School, Rosley, Cumbria CA7 8AU