

National Society Statutory Inspection of Anglican Schools Report

Ranelagh Church of England Voluntary Aided Primary School

Ranelagh Drive

Bracknell

Berkshire

RG12 9DA

Diocese: Oxford

LA: Bracknell

Dates of inspection: 20th March 2006

Date of last inspection: 13 – 16th March 2000

School's Unique reference number: 278365

Headteacher: Mrs K Winrow

Inspector's name and number: Mrs Jo Curd 181

Summary Judgement

Ranelagh is an outstanding church school.

Established strengths

- The school's holistic approach to valuing all members of its community, getting the best from them and ensuring excellent development spiritually, socially, academically, physically, and emotionally.
- Relationships throughout the school are warm and supportive. Pupils are cared for very well and are confident, safe and happy.
- Clear Christian values and principles permeate all that happens in the school, its current success and future direction.

Focus for development

- To ensure that the excellent quality of teaching and learning within Religious Education, including documentation and marking, are maintained as the department grows and develops.

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

The way the school through its distinctive Christian character, meets the needs of all learners is outstanding.

All pupils feel very valued and special within the strong and close community of Ranelagh. The school's strong Christian foundation effectively promotes excellent spiritual, moral, social and cultural development. Pupils successfully develop good levels of confidence, self worth and respect and care for others. Pupils are confident, polite and happy. Relationships are very warm and supportive. There is a high expectation for all to behave and achieve well, which results in good behaviour and attitudes. Any who need help with this are integrated and supported well. Most of the pupils greatly value being at a church school with its excellent opportunities to talk about and explore faith. Good opportunities and encouragement for pupils to take responsibility in the school and support charities result in them becoming active and effective citizens of their social and wider world. Teaching about different religions and cultures throughout the curriculum and visits to different places of worship such as a mosque successfully help prepare all the pupils for life in a multicultural, multifaith society.

Pupils enter the school with academic standards above the national average. They are challenged, stretched and supported well and all make very good progress. Pupils with learning disabilities are well integrated and well supported. They make good progress and are settled and happy in the school.

Although space in the school environment is limited it is used well and currently being developed.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is outstanding.

Acts of Collective Worship, which successfully provide times of worship, prayer and reflection, are central to the school. They contribute well to pupil's excellent spiritual, moral, social and cultural development and are an important and positive element in Christian witness to all. Pupils value these times to come together as a community,

affirm the school ethos and explore faith and its implications for life. Pupils' confidence, co-operation and beliefs are effectively challenged and built as they take a variety of parts such as singing, reading, practical service and prayer in very well planned Acts of Collective Worship. These are sensitive to and inclusive of all pupils for example stressing that quiet can be used for reflection or prayer. High expectations, from staff and peers, ensure that pupils are very well behaved, involved, engaged and responsive in these times. There are very good links with clergy, churches and other Christian organisations, which are used effectively to provide a range of styles and liturgy including variety within the Anglican tradition. Links with the Anglican church and liturgy are further strengthened through termly services of holy communion, which are held at a nearby church and the annual founder's day service at the school. All year seven pupils attend an introductory communion service in September. Older pupils' positive attitude to worship is seen in their choice to join and take part in these. Due to lack of space parents are only invited to join the year 7 introductory communion service and founders day service. Their keen attendance at these further strengthens the school community and witness.

How effective is the religious education?

The effectiveness of Religious Education is outstanding. After careful deliberation the school successfully appointed a new extremely well experienced, knowledgeable and competent Head of Department in September. She is successfully building on the many strengths of her predecessor and has wisely made priorities to maximise pupils' learning and progress. The fact that all the pupils in the school from Year Seven to Year Thirteen take Religious Education indicates what a central place this has. The school successfully promotes Religious Education as an important subject. Its popularity and success can be seen in the growing number of pupils, including a growing number of boys, choosing to take a full GCSE or A level. Results at both these levels are outstanding. Teaching is interesting, well planned; relevant to pupil's lives and well linked with other subjects such as drama and personal and social education. Schemes of work are robust, successfully drawing from and responding to the locally agreed syllabus. They include a solid foundation of Christianity and positive teaching about other faiths. Programmes of study for A level are ambitious and continually developing. Sixth formers who have not chosen to take A level Religious Education benefit from a rich and relevant course and enjoy learning about the implications of faith in action such as links with art and work. Consequently pupils are well behaved and engaged in lessons, developing sensitive and robust approaches to life and are well prepared for life in a multifaith society. The subject contributes very well to pupils' excellent spiritual, moral, social and cultural development. As the department grows in popularity and success, work levels for staff are becoming greater. A very small number of pupils are not receiving sufficient guidance in their work, for example, in marking, and are therefore missing detail in their learning.

How effective are the leadership and management of the school as a church school?

Leadership and management of the school as a church school are outstanding. The school's clear Christian vision and commitment to pupils' overall development stem from the focussed aims of the very able and astute Head Teacher. These aims are successfully implemented with the support of a very knowledgeable and competent Senior Management Team and experienced, challenging Governors. Commitment and work of everybody in the school and robust, effective mechanisms for evaluating procedures ensures that leaders and managers are never complacent, always seeking to develop provision and make it even more effective. Everyone's contribution is valued highly, for example, a leaflet in the entrance hall attributes praise and credit to all pupils and staff in achieving great success in the school's recent Ofsted inspection. The school's carefully considered Christian purpose and role, which is effectively communicated to everybody including parents, is evident in all that the school does.