

National Society Statutory Inspection of Anglican Schools Report

Risby Church of England Voluntary Controlled Primary School

Aylmer Close

Risby

Suffolk

IP28 6RT

Diocese: St Edmundsbury and Ipswich

LA: Suffolk

Dates of inspection: 15 March 2006

Date of last inspection: November 2000

School's Unique reference number: 124712

Headteacher: Helen Firth

Inspector's name and number: Simon Windmill 182

School context

Risby Primary is a rural school serving the village of Risby and surrounding area. Most learners are of white British heritage. More than half the learners are from outside the catchment area. The school's Self Evaluation Form gives a generally accurate evaluation of the school, though the school has been over modest in some of its judgements. Nevertheless, it provides a secure base for future development.

Summary Judgement

Risby school's effectiveness and distinctiveness as a church school is judged to be outstanding. Its Christian character and ethos meet the needs of all learners exceptionally well, leadership and management are outstanding, as is Collective Worship. The school is very well placed to make the further improvements it has identified.

Established strengths

- The school's Christian ethos and values clearly underpin all aspects of school life
- Relationships between staff and learners are outstanding
- The behaviour of learners is outstanding
- The way that all learners and adults are cared for and valued is outstanding

Focus for development

The Headteacher has identified some areas for further development:

- Make the school's Christian foundation more evident by making the mission statement visible around the school, and putting a 'Welcome' sign in the entrance
- Build on the success of involving learners in school development through Circle Time and the School Council
- Find ways to increase the time available for quiet and reflection during the day

The school may also like to consider:

- whether a spiritual development policy would further enhance the existing opportunities for spiritual growth found throughout the curriculum
- involving adults and learners in monitoring and evaluating Collective Worship

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

The school's provision for meeting the needs of all its learners is outstanding. The Christian ethos and values have an outstanding impact on the school. This is seen through the excellent caring and respectful relationships within the school, its warm, welcoming and inclusive atmosphere, and the outstanding behaviour of learners, who feel valued, included and secure. Learners willingly contribute in many ways to the life of the school, such as taking responsibility for day-to-day tasks. Circle Time and the School Council are highly valued by all, and are effective means of listening to and acting on learner's needs and wants. Learners receive outstanding care and support in all aspects of their personal development, with Headteacher and staff providing excellent role models. Learners readily support charitable causes both locally and overseas. Links with the Church are very good – for example, volunteers from the Church run a weekly Junior Church for learners. The school is very highly regarded by its wider community.

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

The impact of Collective Worship on the school community is outstanding. Collective Worship is soundly based on Christian principles, and learners enjoy worship and the opportunities it gives to be actively involved. The 'school family' is seen as part of 'God's family'. Worship fully reflects the main events of the Church year, and always

includes prayer, praise and teaching. It is very well supported by two vicars who regularly lead worship. Prayer is a central part of both worship and other areas of school life. Learners have an excellent understanding of what prayer is, and some read or improvise prayers readily, during worship and at other times. Learners know and use the school prayer and the Lord's Prayer. Worship is well planned, and learners enjoy the opportunities they have to participate in many ways. Worship time is clearly marked, using a table with a special cloth and a candle or other symbol as a visual focus. The school ensures that as many staff can attend worship as possible, and the staff value this. Resources are good, but the school is always looking for a wider range of resources to enhance worship further. The school would benefit from developing ways of recording, monitoring and evaluating worship, using input from learners and adults, for example by asking learners for comments, or including evaluation of worship during governor visits.

How effective is the religious education?

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

Leadership and management is outstanding.

The Head and governors together give outstanding leadership in promoting the school's distinctive Christian ethos and values. Staff feel very positive about the leadership, and feel highly valued and supported. An excellent good team spirit is evident within the staff. The governors' informed, active and supportive role in school development is very effective. Foundation governors always form part of any interview panel for new staff. The school is very well placed to improve even further, for example by extending the provision of Family Learning.

SIAS report March 2006 Risby CEVCP School Aylmer Close Risby Suffolk IP28 6RT