

## National Society Statutory Inspection of Anglican Schools Report

### Rosherville Church of England Voluntary Controlled Primary School

London Road

Northfleet

Kent

DA11 9JQ

LEA: Kent CC

**Diocese: Rochester**

Unique Reference No: 118593

Head Teacher: Mrs. N. Cheema

Inspector: Mr. G. Johnson

Inspection: 30<sup>th</sup> Nov. & 1<sup>st</sup> Dec. 2005

#### SUMMARY JUDGEMENT

Rosherville Voluntary Controlled Church of England Primary School is a good church school with outstanding features.

#### SCHOOL CONTEXT

Rosherville Primary School is a five-class school serving the north-east of Northfleet. Established in 1871, the original building houses the hall, one classroom and the kitchen, while the remaining classes are accommodated in mobile classrooms. Later permanent building houses the school offices, IT suite and toilets. About a quarter of the pupils have special educational needs; these are mostly related to learning difficulties. English is the second language of more than two fifths of pupils. Several faith groups are represented in the school; some pupils are from Church families, but a high proportion are from the Sikh tradition and a lesser number from Muslim families. The headteacher has been in post for four years. The school is gaining in popularity, and some year groups are fully subscribed. The most recent Ofsted report (2005) described Rosherville as a good school, praising its caring, family ethos and its determination to strive for excellence.

#### ESTABLISHED STRENGTHS

- The school's Christian ethos makes an outstanding impact on the quality of pupils' attitudes and relationships.
- The headteacher leads the school very well, promoting a clear vision that is both distinctively Christian but also accommodating of other faiths.
- Acts of Collective Worship are characterised by a respectful atmosphere in which pupils have sufficient time for personal reflection or prayer.
- There are firm links between school and parish church; these are well placed to improve further.

#### FOCUS FOR DEVELOPMENT

- Pupils should participate more actively in Collective Worship.
- The school should strengthen its mission statement and aims, in order to reflect its denominational status and its excellent practice in promoting good relationships and attitudes.

#### How well does the school through its distinctive Christian character, meet the needs of all learners? **GRADE 1: OUTSTANDING**

Relationships are excellent because the school strongly promotes the Christian principles of care and concern for others. In its moral and social teaching, the school rightly emphasises the tenets of love and understanding shared by the major faith groups, rather than the practices that sometimes divide them. As a result, pupils of all beliefs and backgrounds feel valued and supported. In particular, older pupils are respectful of different faiths and talk knowledgeably about beliefs other than their own. "We all work as a team here", and "This is a very religious school" are two typical comments made by Year 6 pupils. The staff also works closely as a team, supporting the Christian ethos of the school and acting promptly to correct misdemeanours or resolve disputes when they occur. Good arrangements are made for the befriending of lonely or unhappy pupils; and they know whom to approach for support or advice. The school makes the best of accommodation that is cramped and difficult to manage, offering bright, cheerful displays that encourage spiritual thought and development. Pupils regularly support charitable and community projects, and are well aware of humanitarian needs in the wider world.

**What is the impact of Collective Worship on the school community?**

**Grade 2: GOOD**

Daily Collective Worship is central to the life of the school and fully meets statutory requirements. Many pupils enjoy the experience of worship and see it additionally as an occasion to reinforce a sense of belonging to the school community. In their class assemblies, teachers create a good atmosphere for reflection and worship; this is often enhanced using a lighted candle and darkened room. Pupils are offered sufficient opportunity to reflect or pray in all acts of worship, but do not always participate as fully as they might when stories or explanations are employed; there is scope to extend opportunities for pupils to ask questions themselves and to take part in role-play. Pupils listen attentively and enjoy singing, contributing much to the respectful atmosphere that teachers create, often by speaking softly and reverentially to them. Older pupils occasionally write their own prayers and use these to lead worship. The church makes a significant contribution to school worship: the vicar leads weekly services; and major festivals are celebrated at the local church. Parents respond well to invitations to attend school worship, and this strengthens the school's experience as a worshipping community. The school has redressed the recommendations regarding its worship policy that were outlined in the last inspection report.

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

The headteacher firmly places God and goodness at the heart of the spiritual and moral life of the school, setting forth a clear vision to which pupils and staff of different faith groups can aspire. In so doing she promotes an ethos that is distinctively Christian, yet at the same time embraces the spiritual and moral values esteemed by other faith groups. Her consensual approach to leadership ensures that staff work in concert to pursue agreed aims. The vicar has invigorated the school's links with its parish church, and has arranged the appointment of an enthusiastic foundation governor who has considerable educational experience; this has increased the Anglican presence on the governing body. The school's aims and mission statement, while promoting the right values, do not sufficiently reflect the school's Christian or denominational status and need amendment. Parents are pleased with the school's approach to worship, although their views have not been specifically sought on this aspect of school life. They speak highly of the values the school promotes and the caring way in which these are implemented. Pupils' views on aspects of school life that include worship are sought through the school's councillors.