

National Society Statutory Inspection of Anglican Schools Report

Archbishop Runcie Church of England Voluntary Aided First School

Christon Road
Gosforth
Newcastle upon Tyne
Tyne and Wear
NE3 1US

Diocese:	Newcastle
Local authority:	Newcastle upon Tyne
Dates of inspection:	26 th June 2007
Date of last inspection:	4-6 November 2002
School's unique reference number:	108495
Headteacher:	Mrs Julie Robson
Inspector's name and number:	Miss L Richardson 394

School context

Archbishop Runcie is an average sized school of 147 children plus 52 part time nursery places. The school is situated in an area of high density mixed housing and there is a diverse social and economic mix represented within the school. The proportion of pupils receiving free school meals is low. The school serves 2 churches – All Saints and St Nicholas and is popular with Muslim parents.

The distinctiveness and effectiveness of Archbishop Runcie as a Church of England school is outstanding.

The Christian ethos permeates every aspect of this warm, welcoming and nurturing family environment. The use of scripture, Christian displays, signs and symbols all related to pupils and their role as God's children demonstrates the strong Christian character. The children show exemplary standards of behaviour, friendliness and are strong ambassadors of their school.

Established strengths

- Strong Christian leadership from headteacher and foundation governors.
- Unconditional welcome and love of staff and governors encouraging all children to feel confident and empowered to express themselves clearly and enthusiastically.
- Strong links between churches and school with staff and governors.
- High quality acts of Collective Worship and RE teaching contributing greatly to pupils' spiritual, moral, social and cultural education.

Focus for development

- Future development of the Eucharist by the school and churches together.
- Develop more rigorous assessment strategies in RE to further inform planning.

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

The school is living its aim to 'create a learning environment in which the uniqueness and individual worth of each member is recognised and developed, as an expression of the love of God and as a witness to our Christian faith.' The Every Child Matters' agenda is linked through practice and display to each individual child, their achievement and their being part in God's family. The Christian Union out of school club The All Stars where they celebrate individual strengths is attended by at least 40 children. Every classroom has a well used prayer corner with a class prayer book and Christian symbols where children are encouraged to experience times of reflection and thought. One child having a 'sad moment' used the corner to 'talk to God.' In the Foundation Stage children go on 'Welly Walks' to celebrate

God's creation – they choose what to look at and wonder about and celebrate the beauty of the world around them. One Foundation child during the walk related story of the Ark and compared to own experiences in wet weather. This is linked with use of the school grounds to teach life skills and eco work that is happening throughout the school based on Christian Stewardship. Links with the community and parishes is strong and include joint projects with City Design Service, Local Allotment Association, WWF, and Local Authority to develop vegetable garden, bird habitat, recycling and front garden. The School Council see their role as making everyone happy, ensuring everyone follows the rules and making the school better, safer and more environmentally friendly so everyone can take skills like how to garden onto the next school.

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

Collective Worship is totally inclusive and central to the ethos of the school. It takes place in a variety of settings including school, school grounds, on a farm (Harvest), on the way to church (Procession) and in church. Children are encouraged to reflect on how to use their experiences in worship throughout the day and at home. Class prayer corners and lunchtime prayers encourage children to use prayer in their everyday life. Clergy, lay people from Methodist and other member churches of Churches Together in Gosforth, children and staff are all enthusiastic leaders and contributors to daily worship. All worship is well planned and delivered and contributes to children's spiritual development. Children in Nursery are encouraged during worship to praise God in many ways including movement. When asked how we could say thank you for our bodies one Nursery child contributed a simple thank you prayer. A Link Eucharist takes place in church twice a year attended by staff, children and parents and including contributions from staff and governors. Worship in school is clearly Anglican including elements such as responses, sharing the peace and the Grace.

The effectiveness of the religious education is outstanding.

The RE policy and planning have been rewritten to reflect the Diocesan policy and Foundation Stage use Firm Foundations to link with Early Learning Goals. Differentiation is evident for all levels within the class. QCA levels are used to inform teachers' knowledge and inform teachers of standards. This does not yet extend to children assessing their own learning. Teachers demonstrate good subject knowledge and this ensures good understanding and use of religious language by the pupils. A variety of teaching strategies are employed to meet all learning styles and make lessons interesting and enjoyable. There are also links made across the curriculum for example the art project and Images of Jesus, in Foundation Creation has been linked with World and Space and building rockets and when studying other faiths. Standards are good and above throughout the school. Children are able to relate their learning to their own lives and make links to previous learning. Foundation Stage children were encouraged to express their ideas and relate to own feelings during a Godly Play on Children of God. Children in Year 2 identified symbols of chalice and paten and linked these images to the Eucharist and the Last Supper. They also identified colours of the Church year and associated these with times of year and events. In Year 3 pupils showed a good understanding of The Trinity and were keen to see links between Father, Son and Holy Spirit They also made links between symbol of the dove and previous work on peace to suggest meaning for its use.

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

The leadership and vision of the headteacher is fundamental to the Christian Character of the school. Foundation governors are a very strong support and active presence to all within the school. The staff and governors collectively examined the ethos from an Anglican perspective discussing ways in which The Trinity and Incarnation relate to the classroom. They also considered the servanthood of church and school together. The school is seen as a true community school being totally inclusive with a mission to serve others within the local community. Christ is seen as being at the centre of the school and in the lives of staff and governors. The Admissions Policy includes children who are members of churches in Churches Together as well as Anglicans. The Foundation governors and church members see the Church School as a mission of the Church and are active in the school and take

financial responsibility. Vicars and curates from both churches take an active part in school life including 3 day project on Easter Gardens, Collective Worship, class support and support during Creative Week. Staff and children are also actively involved with the Gosforth Mystery Plays. All staff in the school are excellent role models and the team spirit and support for each other promotes a sense of belonging to all stakeholders. Parents are extremely supportive of the school and enthusiastic about the welcoming, family atmosphere where children are treated fairly and upsets dealt with calmly. They strongly support the awareness of responsibility to community and support for others which the school engenders in the children.

SIAS report June 2007 Archbishop Runcie CE First School Gosforth Newcastle NE3 IUS