

Crosby Ravensworth Church of England Aided School
Crosby Ravensworth, Penrith, Cumbria CA10 3JJ

Local authority: Cumbria
Dates of inspection: 9th October 2007
Date of last inspection: 14th October 2003
School's unique reference number: 112315

Headteacher: Mr.T. Ayre
Inspector's name and number: Mr. W.J. Holliday NS48

**Diocese of
Carlisle**
Board of Education

Every Child Matters To God

School context

Crosby Ravensworth C.E. school is a small rural Church of England Aided school about six miles south west of Appleby in Cumbria. The school serves the village of Crosby Ravensworth, other small villages nearby and a wide and sparsely populated rural area. There are 48 pupils on roll taught in two mixed age classes.

The distinctiveness and effectiveness of Crosby Ravensworth C.E. school as a Church of England school are outstanding. The school is at the heart of the community and provides a very friendly, supportive environment for pupils in which Christian values are evident in all aspects of school life.

Established strengths

- The very effective leadership of the school as a church school by the headteacher and governors supported by the very committed staff team.
- The very caring Christian ethos of the school in which all are valued, are made to feel special and are helped to flourish as individuals.
- The excellent relationships between all members of the school community.
- The very strong and mutually beneficial links between the school, the parish church and the local community.

Focus for development

- Complete the planned development of the RE curriculum so that work in the two attainment targets is more clearly defined.
- Extend the use of the materials used for a structured self evaluation of the school as a church school, so as to include governors.
- Include specific questions regarding aspects of the school as a church school in the annual questionnaire to parents

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

There is a very happy atmosphere in the school and all are made to feel welcome. Each child is made to feel special and highly valued whatever their gifts or educational needs. Christian values are evident in all aspects of school life and the relationships throughout the whole school community are excellent. Older pupils are extremely supportive to younger children in work and play and pupils demonstrate real care and consideration for each other. Staff know the children extremely well and the school is very much at the heart of the community.

Parents value the effect the Christian ethos has upon their children and also the way staff make themselves available through the schools 'open door' policy. Spiritual, moral, social and cultural development of pupils is excellent. The school provides a wide range of exciting opportunities for pupils, through trips and visitors who come to school, including workshops led by artists and performers. These broaden the pupil's understanding of other cultures, as in the recent visit of an African drummer and also visitors from South Africa linked to a local secondary school. The social development of pupils is outstanding. Pupils are extremely confident in taking up a range of responsibilities, including the School Council, writing the school newsletter, organising and leading collective worship and in being part of the 'safety patrol'. Good opportunities are provided for reflection as was evident in collective worship and pupils use this time well. Pupils contribute interesting ideas about their work, as was evident in discussions with younger pupils about work on parables in RE. Pupils behave extremely well and enjoy their lessons and play times together. There are extremely good links with the parish church and local Methodist church. The vicar and Methodist minister regularly lead collective worship and this is enjoyed by the pupils. The church is used for celebrations of major Christian festivals and for aspects of RE. Pupil's work is regularly displayed in the church following celebration services. The school also makes a valuable contribution to community events such as the local agricultural show and events at the village hall. The pupils make a much appreciated contribution to an annual Christmas service at a Methodist chapel in a nearby village. The pupils show a good understanding of the needs of others in the world who are less fortunate, as was evident in thoughtful prayers written for work in RE in preparation for a harvest service in church. A good range of charities are supported. The school is currently being remodelled to improve the facilities for the pupils and the school community have contributed ideas how best it might be developed. The Christian ethos is well represented both outside and inside the school building with Christian symbols and displays of RE work. A very good focus is provided for the younger pupils in their classroom on 'holding crosses'.

'I like everything about school' - several School Councillors

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

Pupils really enjoy their times of collective worship in school. This was evident in the excellent worship observed during the inspection. The pupils really enjoyed the very skilled story telling of the teacher which made excellent use of props and was able to engage pupils of all ages. The pupils were enabled to understand the message of the theme based upon a parable and relate it to their own experience. Pupils take part enthusiastically in all aspects of collective worship. They sing well, are eager to assist the person leading and are able to reflect upon the material presented. Good use is made of the focus for worship in lighting a candle at the time for reflection and prayer. The children enjoy reading prayers, both their own or ones they have chosen from the variety of resources available. There is a very good balanced programme of themes and opportunities for worship. This includes worship in Church for main Christian festivals, celebration of achievements, worship led by the vicar and the Methodist minister. The pupils also plan and lead worship each week and this is greatly appreciated by everyone in school. The pupils produce some very good material for worship, including PowerPoint presentations, activities and prayers. Informal evaluations of collective worship take place in discussions between staff and with the children but are not recorded to inform future planning. There are excellent links between collective worship and the RE curriculum. This aids pupil understanding and the themes presented make a valuable contribution to spiritual and moral development. The pupils enjoy choosing prayers for use before lunch times and the Lord's prayer is sometimes used during worship. There is a link governor for collective worship and there are good arrangements in place for monitoring.

The effectiveness of the religious education is good .

During the inspection it was not possible to observe teaching of RE but from discussions with pupils, scrutiny of available work, records of achievements, assessments undertaken and work on displays, standards are good. RE is given an important part in the school curriculum. The pupils are very enthusiastic about the subject and talk confidently about what they have been learning. The school makes good use of the Diocesan syllabus and has carefully developed a scheme of work which matches the age groupings in each class. Excellent links

are made with the programme for collective worship, as was evident from work undertaken by younger pupils on parables and the act of collective worship observed. There is an appropriate balance between Christianity and the other world faiths studied. Excellent use is made of ICT in presenting material in RE and good use is made of resources available on RE web sites. This was evident in a teacher's Power Point presentation for older pupils which provided a very good focus for reflection, based upon 'Jesus the light of the world' and a blind man being healed. Pupils work produced as a result was of a high standard and demonstrated their ability to reflect and contribute ideas in response to the material presented. Very good use is made of 'Jesus through Art' and the pupils have contributed thoughtful responses to the thoughts and feelings of characters represented from Bible stories. Good use has been made of assessment to monitor progress of pupils over time. Planning is good but the distinction between learning about and learning from RE is not always clear. This has correctly been identified by the school as an area for development. There is a link governor for RE and a very helpful monitoring report has been produced for the governors.

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

The headteacher and governors, supported by the very committed staff team, have developed a clear Christian vision for the school based upon Christian values. The school mission statement and aims in the prospectus clearly describe the ethos of the school and it is evident in all aspects of school life. The ethos is understood and valued by all those connected with school and also in the wider community. The staff work well together as a team and provide excellent role models for the pupils. The school has good procedures in place for seeking the views of parents and pupils both informally and through questionnaires. These do not specifically, however, include aspects of the school as a church school. Ideas put forward by parents and pupils have been acted upon such as the provision of an adventure trail and outside classroom. Parents and pupils have also contributed to the conception and planning of the remodelling of the school building. The governors have established very good arrangements for monitoring with their 'governor of the month' scheme. They work very well with the headteacher and know the school well. A helpful self evaluation has been conducted by the headteacher with staff using materials provided by the diocesan board for education. The governors have not yet been involved in using these materials but plan to do so as part of their role as critical friends. Pupils show excellent leadership in planning and delivering acts of collective worship, as school councillors and as members of the 'safety patrol'. The School Council play a valuable role in school and have contributed ideas for improvements in school such as cloak rooms, bicycle racks and goal posts.

SIAS report [October 2007] Crosby Ravensworth C.E.] [CA103JJ]