

National Society Statutory Inspection of Anglican Schools Report

Ranby Church of England Voluntary Controlled Primary School

Blyth Road
Retford
Nottinghamshire
DN22 8HZ

Diocese Southwell and Nottingham

LA Nottinghamshire

Dates of inspection June 27th 2007

Date of last inspection June 2002

School's Unique reference number 122749

Name of Head teacher Mrs Clare Mackinder

Inspector's name with National Society inspector's number Mrs Jane Lewis 27

School context

Ranby Church of England Primary School serves the village and surrounding area. There are currently 69 children on role. Virtually all pupils are from White British backgrounds and all speak English. Very few children have free school meals. The Head Teacher has been in post since September 2005. A fire destroyed the school building in June 2006. The school is now housed in temporary accommodation until a new building opens ready for the Autumn term 2008.

Summary Judgement

Ranby Church of England Primary School is a good church school

The school reflects its Christian foundation well. There is a distinctive and strong Christian ethos, which permeates all aspects of school life. Attitudes to teaching and learning are very positive. All relationships are rooted in love, care and respect. The school has high expectations of its entire staff and pupils and these are promoted throughout the school. In this school it is clear that 'Every Person Matters'.

Established strengths

- The strong Christian leadership of the head teacher.
- Foundation Governors who, along with the head teacher, have a clear and distinctive vision for the school
- Christian principles which are lived out in practice by the whole school community
- Links with the local church which are mutually beneficial

Focus for development

- Explore ways in which collective worship can further impact all children
- Improve children's cultural development by providing more opportunity, outside the RE curriculum, to learn about cultures other than their own.
- Working with the local church to discover ways in which the strong links forged during the time of the previous incumbent can be moved forward in an appropriate way.

The school through its distinctive Christian character meets the needs of all learners outstandingly well.

In this school every person matters. Everyone is regarded as special and important. From the start of their time in school children feel happy and secure. They are valued as individuals and benefit from the caring family atmosphere. In the entrance to the

school a display produced by children focuses on each individual's uniqueness and importance. There is a culture here of everyone being an individual and of great worth. Children say 'no matter how different people are here we welcome them into this school'. This is as a result of a total commitment to the development of the whole child within a supportive school community. All the staff know all the children and their families and so each is treated as an individual with their own needs, hopes and aspirations. Christian values are evident in every part of school life. Collective worship themes focus on these values through 'Value of the Month' and children are encouraged to consider these in their behaviour and attitudes in every part of their school life. Children's social, moral and spiritual development is good and their cultural development satisfactory. They know how to treat one another with thoughtfulness and consideration. Forgiveness and saying sorry are key words in their understanding of how to treat others. These attitudes they see modelled in the way staff treat one another. Staff show care and support for one another. Shortly before the inspection the head teacher had suffered bereavement. She had experienced care and support from her colleagues and the children during that time. The school hall provides a space for reflection and there are other areas in classrooms around the school. There is some time given in RE lessons to exploring other faiths but otherwise children do not currently have the opportunity to explore in any meaningful way cultures different from their own.

The impact of collective worship on the school community is good

Worship is an important activity in the school day. Acts of worship are well planned and resourced. They currently take place in a spacious hall with an appropriate visual focus. All staff are involved in the leadership of worship. Children talk about worship giving them time to 'be still and reflect'; 'we have time to be ourselves because the rest of the time in school we are always doing things.' Acts of worship provide some stimulating opportunities for children to engage with the 'Value for the Month'. In one, the choice of a Christian hymn and the involvement of children in retelling a bible story helped them to engage with the value of 'honesty'. They speak of these acts of worship giving them 'something to think about as we go through our day at school'. Christian festivals are celebrated both in school and in church. Children clearly value these special times and say that they help them to think about important times in the year. A celebration of Mothering Sunday takes place on the Monday following when children and their mothers attend the celebration. Whilst all staff currently attend 'special worship times' they are not always present in the daily acts of collective worship. The school currently holds Eucharist's in the local parish church. Children understand that Eucharist is about 'remembering Jesus and his death' and they look forward to these occasions. Children understand that prayer is a significant activity for Christians. They know elements of the Lord's prayer and understand its meaning. As children move through the school they are encouraged to pray extempore prayer in worship times as well as writing prayers to use on other occasions. As yet children are not given the opportunity to evaluate collective worship in any formal way.

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

The leadership and management of the head teacher and foundation governors is outstanding. They have a clear vision for the school as a church school. They see the school as a place for establishing foundations for life within the context of a Christian community. The head teacher has a clear sense of calling to serve in a church school and it is a matter of great importance to her that the Christian ethos of the school underpins everything. Governors use their varied skills to support the school in practical ways as well as through their governance. After the school building was destroyed by fire staff and governors worked together to salvage and clean materials and to prepare the temporary school for the children. As a result only 4 school days were missed. The school greatly values the support and leadership of the Chair of Governors who is a regular visitor in school, accompanying children on excursions and helping around the school. She is committed to seeing the school move forward as a church school and as there is now no incumbent in the parish she is currently exploring the possibilities of other clergy and church leaders becoming involved in the life of the school. School activities are regularly profiled in the parish/community newsletter. The head teacher and Chair of governors attend the Diocesan day conference for head teachers and foundation governors and other members of staff have attended diocesan training events. The RE adviser visits the school from time to time and loaned resources to the school after the fire. The school has strong links with the community. A monthly lunch is served for pensioners. Members of the community visit school to share skills and knowledge with the children - one member of the community assisted the children with their floral display at a local church flower festival. In the immediate aftermath of the fire members of the community supported the school staff and governors by practical expressions of good will. The local preparatory school provided classrooms until the temporary accommodation arrived. The links forged with the prep school during that time have continued with pupils from the church school being able to use facilities at the prep school and attend some of their clubs. Parents feel that the school supports the children well and enables them to develop skills for life and because it is a church school it adds 'another dimension'. Staff support parents well and they make time to address their concerns. Many parents attend special worship celebrations in school.

The staff and governors have recently undertaken a process of review of the schools effectiveness as a Church of England School. They are clear as to how the school can develop further. The evidence of this inspection would therefore conclude that this self-evaluation is secure.