

National Society Statutory Inspection of Anglican Schools Report

Rangeworthy Church of England Voluntary Controlled Primary School

Church Lane,
Wotton Road,
Rangeworthy,
South Gloucestershire,
BS37 7ND

Diocese of Gloucester

Gloucestershire LA

Date of inspection: 8 January 2007

Date of last inspection: June 2002

School's URN: 109172

Name of Headteacher: Mrs Jane Hewitt

Inspector: Amanda Swift, NS 354

Context

Rangeworthy is a village school serving the local community and outlying areas. It is smaller than the average primary school and the proportion of children with learning difficulties or disabilities is below average. The majority of pupils are of White British origin and few are eligible for free school meals. The headteacher has been in post since September 2005.

Summary Judgement

The distinctiveness and effectiveness of Rangeworthy Primary as a Church of England school are satisfactory.

Rangeworthy has securely established its distinctiveness as a faith school and offers a sound Christian foundation for the school community. The headteacher and governors share a clear vision of the opportunities the school can provide for the children and their families. The school is beginning to implement this vision. Through focussed planning and with support from the Church, the school intends to develop and evaluate its effectiveness as a Church school and monitor how it impacts upon the learners.

Established strengths

- High quality acts of collective worship where pupils reflect, participate and enjoy their learning. Worship contributes significantly to pupil's spiritual, moral, social and cultural development.
- Standards in religious education are high because teachers are enthusiastic, maintain caring and positive relationships with the children and demonstrate high expectation.
- The consistent nurturing and care for all the pupils leads to shared values and good personal development for individuals.

Focus for development

- Strategic leaders establish systematic self-evaluation strategies to enhance school improvement.
- Differentiate the learning, ensuring teachers different expectations are clear to all the children.
- Develop assessment and planning in religious education in order that:
 1. Pupils learning pathways are based on previous learning and experience.
 2. Standards over time can be monitored and evaluated.

The school, through its distinctive Christian character, satisfactorily meet the needs of all learners.

A strong Christian ethos permeates all aspects of school life and the whole school commitment to the promotion of agreed values is evident. Because the school staff show consistent care and respect for pupils and each other, personal development is a strength and everyone feels secure and happy. As a result of children's learning about and from Christianity and other faiths, standards in religious education are good and children enjoy their work. Assessment is not yet secure in the school and this represents a barrier to pupil progress because planning is not closely linked to pupil's abilities. This is evident across the curriculum including religious education. Differentiation is inadequate and does not clearly help the children to understand what is expected from them.

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

Collective worship is a strength in the school. It holds an important place in school life and has a consistently positive impact. Pupils describe collective worship as 'a fun way to learn'. They talk of puppets, role play, singing and prayer and can recall specific assemblies in school led by the vicar, school staff and by visitors. The combined package for worship is very powerful and contributes significantly to the development of pupils who show reverence, reflect maturely and can articulate their views with confidence and sensitivity. The school takes care to ensure worship takes place in a peaceful environment with areas for reflection and interaction. For example, an Epiphany display including candles, frankincense and myrrh provided an excellent focal point during collective worship. Because local residents contribute and participate in special acts of worship the school ethos extends into the wider community.

The leadership and management of the school as a church school are satisfactory.

The headteacher and governors have a shared commitment to the Christian foundation for the school and promote Christian values at every opportunity. Because school staff, children and parents are consulted and share their views, they feel involved in realising the school's distinctive character. For example, the consultative approach taken to write the new mission statement is impressive. Strategic leaders do not systematically evaluate the strengths and areas for development in religious education, collective worship or the schools Christian foundation. This does not facilitate a planned approach to school improvement. Strategic leaders recognise the need to develop a culture of self-evaluation in order to realise the benefits this will bring to pupil achievement and school improvement.