

## National Society Statutory Inspection of Anglican Schools Report

### **Ravenshead Church of England Voluntary Controlled Primary School**

Swinton Rise  
Ravenshead  
Nottinghamshire  
NG15 9FS

#### **Diocese: Southwell and Nottingham**

Local authority: Nottinghamshire  
Dates of inspection: November 17, 2006  
Date of last inspection: February 2001  
School's unique reference number: 131814  
Headteacher: Mr Peter Mansfield  
Inspector's name and number: Mr Kerry Palmer (60)

#### **School context**

Ravenshead CofE Primary School is one of two primary schools serving a relatively affluent community on the outskirts of Nottingham. There are 305 pupils on roll, with less than average numbers of children with special educational needs, receiving free school meals or from minority ethnic groups. There is little pupil mobility. 38% of the pupils come from a wider geographical area; parents are attracted by the school's good reputation, high academic achievement and Christian ethos. Key Stage One and Two are accommodated in adjacent buildings with good open-plan facilities; they were originally separate infant and junior schools. It is a school with a tradition of high attainment and few behaviour issues.

**The distinctiveness and effectiveness of Ravenshead CofE Primary School as a Church of England school are good.**

#### **Established strengths**

- A total commitment, by all stakeholders, to a philosophy of continuous improvement, resulting in outstanding achievement from mature, confident and happy pupils who take pride in their school.
- Highly professional and committed leadership and management at all levels and a cooperative staff team.
- The outstanding quality of religious education.

#### **Focus for development**

- Continue the planned review of collective worship, in partnership with foundation governors, diocese and parish, with a view to ensuring that it is inspirational, develops spirituality, fully involves the whole school family and is truly central to school life.
- Explore the potential of a variety of approaches to prayer and reflection in the classroom.
- Review the school's mission statement and aims, in order to incorporate the current ethos statement, making them distinctively Christian statements.

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

The pupils are enthusiastic, positive, mutually supportive and eager to learn. It is clear that they really enjoy school and make very good progress. Universal challenge is tempered by a concern for the unique individuality of each child. The school environment promotes Christian values and an appreciation of individual worth. Children are cooperative, caring

and mutually supportive at work and play. I was impressed with the pupil's attitude to a child with significant special needs and the inclusive approach of the school. Class and school councils are given significant responsibility. Sensible and mature attitudes were evident in discussion with children. They said their school is special because teachers 'are kind, helpful and make lessons funny!' They talk with enthusiasm about the wide range of enrichment activities on offer and charities that are supported. Good multicultural teaching was evident; foundation children were delighted with their Rama and Sita puppets. The quality of religious education contributes very significantly to the school's Christian ethos; teaching and learning is outstanding. The school has benefited from a highly committed, well informed and professionally expert subject leader who has led the development of a sophisticated and exciting programme of study, based on the agreed syllabus, supported by detailed lesson plans and a variety of high quality resources, including excellent use of interactive white boards. Her positive, Christian influence will continue following her departure. Ways are being explored to link RE to other subjects in cross-curricular themes. This will further enhance RE learning. There should be more Christian artefacts and displays around the school.

### **The impact of collective worship on the school community is good**

Collective worship is based on sound policy and planning which includes distinctively Christian themes, gives due regard to church festivals and includes relevant stories and celebrations from other faiths. Worship observed was relevant, well planned and actively involves the children. They appear attentive, interested and sing with gusto! Delivery takes account of varying learning styles. There are times for reflection and prayer. However, insufficient attention is given to opportunities for reflection and prayer in the classroom. Careful thought must be given to ensure that the children are clear about the central message in each assembly. The vicar's regular assemblies make a positive contribution and are looked forward to by the children. They told me, in detail, about his talk at the Remembrance assembly. The importance of major festivals in the church's year is marked by worship at church. Children and parents say how much they enjoy active involvement in these services. The vicar and foundation governors actively support developments in collective worship and will contribute to a whole school review which the school has correctly recognised as due. The potential exists for it to be outstanding.

### **The effectiveness of the leadership and management of the school as a church school is good.**

The quality of leadership, at all levels, is pivotal to the school's success. The school's Christian foundation is not mentioned in its mission statement or aims, but is central to its ethos statement. It is clear that the values expressed are applied in school leadership, including recruitment and admissions policy. There is a continuous cycle of monitoring, evaluation and review which ensures that all aspects of school life are scrutinised regularly. All staff display positive role models; always having time for the children and giving so much extra through extra-curricular activities. The vicar is a positive influence in the development of the school's Christian distinctiveness. He promotes church-school links and encourages teachers to use the church as a teaching resource. Governors are well informed critical friends, actively involved in the monitoring and review of the curriculum. They appreciate the school's Christian ethos and strive to promote it in all school activities. Foundation governors taking a particular interest in RE and worship. They played an important continuity role during a long interregnum.