

Rosley Church of England School

Rosley
Wigton
Cumbria
CA7 8AU

Diocese: Carlisle

Local authority: Cumbria
Dates of inspection: 26th June, 2007
Date of last inspection: 26th June 2003
School's unique reference number:112306
Headteacher: Mrs Pat Jackson
Inspector's name and number: Mrs Carol Berry 324



**Diocese of
Carlisle**

Board of Education

"Every Child Matters To God."

School context

Rosley is a smaller than average Church of England Primary School. It is situated in a rural area. There are few houses in the immediate vicinity, but school, church and village hall are situated together and provide a community focal point. Most pupils travel several miles to the school, some choosing to do this in order to attend a Church school. All pupils are white British.

The distinctiveness and effectiveness of Rosley as a Church of England school are outstanding

Christian values are demonstrated in every aspect of this school's work. In this school where love and concern characterise relationships, pupils enjoy their learning and gain understanding of what it means to live the Christian faith. There is a strong emphasis on the arts, resulting in a vibrant learning environment and worship enriched by pupils' talents.

Established strengths

- The loving, caring, family ethos of the school.
- Imaginative use of the arts in worship and to contribute to spiritual development.
- Encouraging leadership founded on recognition of the value of every member of the school community.
- Close links with the local community.

Focus for development

- Raise standards in RE through use of assessment information to inform planning and by increasing the curriculum time allocated to RE.
- Involve pupils in evaluation of the school's distinctive Christian character, RE and worship.
- Work with the local Church to ensure that there is a shared vision for the school and to explore practical ways to develop this partnership further.

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

Loving concern for each individual permeates every aspect of school life, resulting in a happy Christian family where individual pupils are able to develop their own unique gifts. One support teacher said that the school is 'a place of laughter' and a parent said that her children had 'learnt different values' here. Relationships between pupils and teachers are characterised by respect and concern. Pupils are thoughtful about the needs of others, and a parent commented on the way in which the older children cared for the younger children. Pupils' achievements are celebrated through displays and through the 'Achievement

A The school recently gained 'Arts Mark Silver' and has used the arts to promote the Christian ethos
b of the school as well as for spiritual development. The school is a bright and thought provoking
a learning environment, filled with many examples of pupils' creativity. There is a screen printed
s banner in the entrance hall which is composed of symbolic representations of work and play at
a school, centred around the cross. Displays in the hall and in classrooms include pupils' work on
e Bible stories, illustrate values such as friendship and the importance of being healthy, and
t celebrate other cultures.

vicar who conducted a marriage service with pupils. Different cultures are celebrated through displays and many visitors, including an Indian dancer and visitors who talked about Christian festivals in Germany and Italy. The school council is a recent innovation but has quickly established itself as an effective pupil voice. The Tarzan trail, designed on the basis of pupil choices, the summer house and the water cooler are all the result of consultation with the school council and demonstrate that pupils play an important part in making decisions. Christian values of care and concern are also evident through the school's support of charities and community involvement. Support for charities includes 'Bad Hair Day'. 'Wear it Pink' day, fundraising for Age Concern and for the local hospice. The school regularly performs at the local luncheon club and the Meadowbank Home at Christmas.

The impact of collective worship on the school community is outstanding

Pupils' are very enthusiastic about worship and participate exuberantly. Pupils know that worship is important because all staff attend worship and share in leading worship. The school's focus on the arts results in worship which regularly includes music and drama of a high standard. In one worship, pupils acted out the story of 'The Emperor's New Clothes', which was funny; made pupils reflect on the importance of sticking up for what they believe and illustrated ideas in the story of Daniel which children knew well as a result of a school production. Different parts of this worship were directed towards children of different age groups. Pupils' expertise on different instruments is often used in worship and the school orchestra sometimes plays in worship. Worship always includes a time for quiet reflection and prayer. Each week, a peripatetic singing teacher leads 'Singing Worship' which provides a chance to learn new hymns alongside reflection on their meaning. Pupils say that they enjoy singing the hymns used in school worship because they are fun and they understand the meaning of the words used. The hall provides a beautiful environment for worship, with its stained glass window using Celtic Christian symbols, the tile collage showing the community centred around the church and the focal point of candles and a cross. Planning ensures that pupils encounter a range of Christian themes and that they think about the Christian Year. Pupils gained understanding of the importance of sharing God's gifts at harvest when they made hampers and delivered them to local elderly people. These were greatly appreciated and one recipient thanked the school saying that the gift 'made me weep with thanks to you all'. Church, village community and school work closely together. The school attends worship with the vicar in the local church every fortnight, and they enjoy exploring Bible stories through drama with the vicar. Special services in church mark festivals such as Christmas and Easter and are well attended by parents and other local people who retain a strong interest in their school. There is a large display board in the Church which is filled by the school, providing a visual demonstration of the importance of Church and school to each other. This display of self-portraits of the children includes bubbles containing some of their thoughts on the Christian faith, for example, "My favourite Bible story is the good Samaritan because it shows us how we don't have to be the same kind of people to get on". The close links between school, community and church are also demonstrated by the beautiful millennium window in the church.

The effectiveness of the religious education is good

Pupils enjoy RE and gain a very good understanding of both the Christian faith and other religions. They experience a wide range of learning strategies with the result that RE is fun and motivates pupils who learn in different ways. Drama, discussion, creative work and use of multi-media resources contribute to the pupils' rich learning experience. For example, KS1 pupils explored the parable of 'The Two Builders' using the sand tray. Teaching is good overall and sometimes outstanding. RE makes a significant contribution to personal development. In one lesson, pupils found out about the ten commandments and identified the rules they thought were most important for our world today. Children gain understanding of what a faith commitment means through the close links with the local church and through visitors from other cultures and faiths to the school. Excellent assessment practices demonstrate that achievement is good. The school keeps clear records of which levels pupils are achieving in RE and they use levels to assess pupils' work. However, this assessment information about pupil progress is not always used in planning. Sometimes learning objectives in the scheme of work are not sufficiently challenging. As a result, some lessons do not stretch the most able pupils and the tasks set do not always enable pupils to demonstrate achievement at the highest possible levels. RE themes and the school's Christian ethos permeate many other aspects of the curriculum, providing many opportunities for spiritual development. There are also enrichment days, for example, a visit to Carlisle Cathedral. However, the discrete curriculum time allocated to RE is significantly below the figure of five per cent required to be in line with National Society and diocesan advice. Pupils say that sometimes RE lessons are too short to develop activities and ideas. Although the schemes of work ensure that a broad and balanced curriculum is followed, they do not at present include suggested teaching strategies and therefore are not a vehicle for sharing good practice,

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

Excellent leadership from the headteacher has contributed to the happy and caring nature of this school. There is a clear Christian vision for the school which underpins every aspect of school life and has a clear impact on the experience of pupils in the school. Relationships founded on love and encouragement have resulted in a school where standards of teaching are high and which was described by a member of staff as 'a wonderful place to work'. Teachers and support staff are a strong team who value each other. As a result, this school provides a secure environment where the creativity of both pupils and teachers is able to flourish. The distinctive Christian vision is communicated to new parents through the prospectus. Some policies also identify the beliefs and values upon which they are based. There is a mission statement which outlines the school's Christian foundation and a simplified version of this is visible in each classroom. Pupils refer to this when explaining what it means to belong to a Christian school. The vicar already makes a valuable contribution to the school, but the school's Christian vision needs to be more widely shared within the local Church in order to consider ways in which the partnership could be further developed. The staff have carried out a full evaluation of the school's Christian distinctiveness and there has been effective monitoring of RE and Collective Worship which has identified possibilities for improvement. The governors are very supportive and also challenge the school regarding its Christian character. Pupils, parents and governors need to be more involved in evaluation of the school as a Church school.

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