

National Society Statutory Inspection of Anglican Schools

Rosliston Church of England Voluntary Controlled Primary School

Main Street,
Rosliston,
Swadlincote,
Derbyshire
DE12 8JW

Diocese: Derby

LEA: Derbyshire

Date of inspection: 18th October 2006

Date of last inspection: 12th and 13th June 2001

School's Unique reference number: 112851

Name of Headteacher: Mrs. E Greenwood

Inspector's name: Mr A R Gilroy 007

Context of the school

Rosliston Church of England Voluntary Controlled Primary School is a small rural school with 45% of the pupils attending from out of the catchment area. The site is small, the building consists of three old and one modern classroom but there is no room for a hall or staff room.

The distinctiveness and effectiveness of Rosliston as a Church of England school are satisfactory

Rosliston Church of England Primary is a very happy school where good levels of achievement across the curriculum are underpinned by a sound Christian ethos of care and concern for one another.

Established strengths

- Pupils achieve good results against national standards.
- Staff work closely together and are well led by the headteacher, supported by the governors.
- The school is strongly valued by parents and carers.

Focus for development

- The staff and governors should consider the nature of a Church School in the 21st Century, making use of the training and advice available from the diocese.
- The senior staff and governors should monitor the impact of the collective worship and religious education on the learners.

The impact of the distinctive Christian character of the school in meeting the needs of learners is satisfactory.

The large majority of the learners feel valued and special. They say that they are always treated with justice, equality and respect in school and that they are happy in the school, which is a secure place.

The school is largely successful in making provision for learners of all abilities, no matter what their background. The learners speak of happiness, with opportunity to succeed and develop personal strengths and have a sense of achievement at the school. The pupils enjoy their work, finding it interesting and worthwhile. The learners work collaboratively and cooperatively and show sympathy and support for those in difficulty, always willing to help and support anyone with a problem.

Parents/carers like the family atmosphere, finding the school welcoming and secure. They feel that their contribution to the life of the school is valued. They say that they are given appropriate time with the head and staff when raising concerns, which are then addressed properly. Parents believe that the staff are meeting their children's needs.

There is a system of rewards plus a weekly celebration assembly, which demonstrates the value of and commitment to pupil achievement in all aspects of

school life. The school strongly promotes good relationships, safe practices and healthy eating through its PSHE&C curriculum and extra curricular activities, which is evident from the responsible attitudes and behaviour demonstrated by the learners. They say that they make good friends here, and can be seen playing across the age range at playtimes. The learners have a sound understanding of right and wrong and can explain the importance and reasons for good behaviour. Conflict and disagreement is dealt with fairly and with compassion. The learners feel that they are listened to and that their views are taken seriously. They understand the school's process for raising issues and make good use of the school council. Most of the learners gain some spiritual development through the curriculum, which is rooted in Christian values. The school provides opportunity for reflection in Collective Worship, which is remembered by the learners. Religious Education impacts upon the spiritual development of the learners, such that most are able to take something of significance in their own lives from the subject. The learners are proud that the school raises money for charities on a regular basis.

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

Worship occupies a secure place in the life of the school. Worship planning identifies the themes to be used each week only and there is no formal monitoring of the impact on the children. All members of the teaching staff lead an assembly each week although otherwise they do not normally attend. The coordinator is aware of the areas to develop in worship. However she is also a coordinator for a number of areas of the curriculum including literacy.

The learners show enjoyment in worship and talk about it with interest. They listen well, responding willingly, joining in the singing, prayer and reflection, and showing reverence and enjoyment. Individuals and groups of learners sometimes make contributions to worship, particularly when it is a special celebration, which is held in the church. They participate in worship, but only some see its importance to them personally and in the life of the school. Worship draws on the school links with the local church, through the contribution of the vicar. The major festivals of the Church Year are celebrated with services that normally take place in the church. The school marks some secular points of the school year with a Christian based celebration such as the leavers assembly which takes place in the village hall and to which the vicar contributes. Collective worship in school takes place in a classroom, which only just contains all the children and limits the activities that can be undertaken.

Hymns, songs and prayers, which are recognisably Christian, are appropriate to those present. The school uses a Christian approach to worship but there is no reference to the Anglican tradition. The learners are able to recite the Lord's Prayer, although few understand the language used.

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

This is a developing area for the school. Some members of the school community including the governors are aware of what it means in practise to belong to a church school, and are promoting the distinctive vision. However, there is no monitoring and evaluation of the Christian nature of the school.

There is a good partnership with parents and carers and the local community with a number of activities involving all. The church supports the school through prayer and with practical help at times in the year. The school contributes to the church with harvest and Christmas displays. Parents and carers value the contribution that the school makes to the spiritual, moral, social and cultural education of their children.