

National Society Statutory Inspection of Anglican Schools Report

Roughlee Church of England Voluntary Controlled Primary School

Blacko Bar Rd
Roughlee
Nelson
BB9 6NX

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 12th September, 2006

Date of last inspection: January, 2001

School's unique reference number: 119383

Headteacher: Mrs C Potts

Inspector's name and number: Mr. Neville Norcross

School context

The school is located in beautiful rural surroundings on the outskirts of the small town of Barrowford. Of the 13 pupils on roll, none come from the village of Roughlee. The pupils travel in from nearby towns and villages. For a number of years the school has had a transient population with children moving into and out of the school at various times during the year. The mix of children varies considerably from year to year and the current school population represents a variety of social and economic backgrounds and abilities.

The distinctiveness and effectiveness of the school as a church school are good.

The distinctiveness is enhanced by the quality of relationships between all members of the school community. These are clearly based upon Christian values. The school is effective in that the Christian ethos has a positive impact on the personal development and academic achievement of the pupils.

Established strengths

- The Christian ethos of the school which promotes self-esteem and enables pupils to reach their academic and personal potential
- The quality of the relationships between all members of the school community
- The focus on meeting the individual needs of every pupil

Focus for development

- Involve all members of the school community in an exercise which evaluates the school's distinctiveness as a church school
- Develop children's spirituality by providing appropriate displays and quiet areas where children can reflect on and respond to challenging issues.

The way in which the school, through its distinctive Christian character, meets the needs of all learners is good.

The school tracking system has a strong emphasis on individual pupils which enables each pupil to have their own personal targets. This attention to personal needs has a very positive impact on the pupils' self-esteem which, in turn, promotes their academic and other achievements. There is a strong Christian ethos which underpins the day to day life of the school. The pupils' moral, social and cultural development are all good. The school has an effective and positive policy to promote good behaviour and the children have a strong sense of right and wrong. The links with friends and colleagues in other countries plays an important part in the pupils' cultural development and this is supported by the work on world faiths in religious education. The pupils' social development is enhanced by the school's close links with the village community and by the strong links with the wider community. The daily act of worship makes an important contribution to the pupils' spiritual development but there are few

opportunities for spiritual development provided at other times and in other places around the school. The relationships between all members of the school community are warm and friendly and this enables the pupils to feel that, in school, they are part of a large family. The school can be pleased with its Christian ethos although this could be made more evident in the displays and artefacts as you enter the school. The programme of work in religious education makes a contribution to the pupils' spiritual development; particularly when an emphasis is placed on providing challenging and thought-provoking tasks. There are promising links with the parish church council at St. Mary's Church, Newchurch and both they and the school have demonstrated a commitment to pursuing this partnership.

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

Collective worship is seen as an important aspect of school life. Good use is made of visitors and this provides an interesting variety of experience for the children. The children respond positively to the daily act of worship. They listen attentively and sing with great enthusiasm. They react sensitively when asked to take part in a period of reflection. The vicar is a regular visitor in school to lead worship. He is a positive role model for the pupils who regard him as their friend. The children are given the responsibility for preparing the worship space each day. However, a central focus is not always provided. The school is in the process of developing a rolling programme of themes which, when complete, will provide a broad and balanced programme. Themes are now being planned on a half-termly basis and as this develops it will add to the variety of the provision. The effectiveness of worship is kept under review by asking for the children's views on a regular basis. This enables the children to feel that that they play an important role in the planning of the worship.

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

The school's self-evaluation procedures show the commitment of the leadership team to developing a strong Christian ethos. The foundation governors are very committed to the school's distinctiveness as a church school and are not afraid to exercise their role as "critical friend" in pursuing this. The headteacher is the embodiment of the school's Christian identity and she has shown that she is very prepared to stand up for the school's Christian values even when this proves to be challenging. There is a high level of co-operation between all members of the school staff; both teaching and non-teaching. The school is very good in the way in which it seeks and then responds to the views of all members of the school community. The pupils, in particular, believe that their voice is listened to and in this way they feel valued and important. The school staff, quite understandably in such a small setting, share the responsibilities for Religious Education and Worship along with other areas of the curriculum. It is important in these circumstances that the school's foundation governors have a strategy for ensuring that they are aware of the standards which are achieved in those areas which are particularly important to the church school.

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