



National Society Statutory Inspection of Anglican and Methodist Schools Report

Rosliston Church of England Voluntary Controlled Primary School

Main Street
Rosliston
Swadlincote
DE12 8JW

Previous SIAMS grade: Satisfactory

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 1st October 2015

Date of last inspection: February 2012

School's unique reference number: 112851

Headteacher: Liz Greenwood

Inspector's name and number: Alastair Wood 575

School context

Rosliston is a small rural primary school of 80 pupils divided into 4 mixed classrooms. Almost all the pupils are white British and the proportion of pupils with special needs is the same as similar schools. The school is situated close to St Mary's Church which has been without clergy for 3 years. The headteacher has been in post for almost 20 years.

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

- There is no clear and strategic Christian vision for the school as a Church of England school. Its Christian values are not defined and this restricts the development of its distinctive character. Standards of teaching and learning are good and pupils' behaviour is excellent
- Relationships throughout the school are positive, supportive and exemplified by the staff. Pupils' spiritual development lacks clarity and opportunities are missed
- The governors are not adequately informed and therefore cannot effectively hold the school to account as a Church of England school. Parental support and engagement is very strong

Areas to improve

- The headteacher and governors should formulate a clear, strategic vision for the school as a Church of England school which will enable it to develop its unique character and distinctiveness
- Enable pupils to develop their spirituality through a clearly defined programme allowing opportunities for reflection.
- Give pupils the opportunity to plan, lead and deliver collective worship
- Produce a professional development plan which enables staff and governors to improve

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

Rosliston is a warm, friendly, family orientated school where pupils say they feel secure and happy. The staff model strong and positive relationships throughout the school and as a result, pupils' behaviour is excellent. This is a small school where everyone knows everyone else very well so when tensions do arise from time to time, the pupils say things get sorted out very quickly either between themselves or by talking to an adult and there is no bullying. The school cares well for its pupils and teachers and assistants skilfully adapt the learning to pupils' individual needs, as a result, they make good progress from their different starting points. The school's displays are bright and colourful and there are Christian symbols in the entrance and other areas. The staff and pupils work hard to overcome the challenges of teaching and learning in a restricted environment. In Religious Education (RE) the pupils have been learning about harvest and the younger pupils discussed thankfulness. The teacher, by skilful questioning, deepened the pupils' understanding of God through discussion, pictures and the parable of the mustard seed. This helped them to make connections between the smallest seed and the growth of the kingdom of God. The school has recently reviewed its aims and vision but there remains a good deal of uncertainty about its clarity of direction as a Church of England school allowing the school's character to be unfulfilled. Similarly, the school has values but these have not been clearly rooted in the Christian foundation of the school or shared with the community, leaving a lack of distinctiveness that give Church of England schools their unique ethos. Pupils' spiritual, moral, social and cultural development is linked into a broad and creative topic-based curriculum but is not founded on distinctively Christian values resulting in missed opportunities to deepen pupils' understanding of the Christian faith. The school has a spiritual development policy but practice has not been embedded. It has not clearly defined spirituality or planned opportunities for pupils to develop their personal spirituality through a range of different experiences. While pupils have an understanding of comparative faiths and respect others' differences their knowledge of Christianity as a multicultural world faith is less secure.

The impact of collective worship on the school community is inadequate

A classroom is adapted for collective worship and pupils enter in a calm and quiet manner as music is played. The pupils are well behaved and take part in a limited way, opportunities for them to plan, lead and evaluate collective worship have yet to be developed. There is a bright display board and a candle is lit but opportunities for reflection are missed restricting pupils' spiritual development. Prayers that the pupils have written are spoken, a song is sung and the worship usually ends with the school prayer but there is little to inspire pupils or encourage them in the service of others. Prayers are spoken before lunch and the school prayer at the end of the day. The older pupils have some knowledge of the Lord's Prayer and generally the pupils have an understanding of God and Jesus, however, their knowledge of the Holy Trinity and responses is restricted, resulting in a limited understanding of the Anglican tradition. All the staff attend worship and have opportunities to lead it on different days each week. The space in the infant classroom is very tight so it is not possible to invite parents and friends to share worship. On special occasions, the school uses the village hall in order to accommodate a larger audience. The school has not been able to source visitors to support and develop the pupils' understanding of the teachings of Jesus through different approaches and varied activities. St Mary's church is currently without a vicar and this has been the case for approximately three years. There are therefore no direct links with clergy, however, connections with the church are maintained through the foundation governor. The leadership of collective worship has yet to be developed. Planning for collective worship is termly and there is no evaluation of its impact on the pupils as a result, improvements cannot be

identified.

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

The headteacher leads the school and ensures standards of teaching and learning are maintained to a consistently high level. Every pupil feels special and valued. Partnerships with parents are very strong and positive they feel their views are listened to and acted upon. They appreciate their small primary school and make strong contributions. The recent review of the school's vision and aims although inclusive of the school community, has not been robust and has resulted in a lack of definition of its strategic direction as a Church of England school. This has given rise to uncertainty about the school's distinctiveness and character leaving little to distinguish this school from a school without religious foundation. The governors give good support to the headteacher but have not made the most of training opportunities offered by the diocese for governors of Church of England schools. This means they are unable to give robust challenge to the headteacher, particularly on issues relating to the foundation. Reports to the governing body on the impact of collective worship on the pupils have not taken place preventing them from holding the school to account. There have been no recent opportunities for staff or governor training in relation to their role as teachers and governors in a Church of England school. This restricts opportunities for staff to develop their future leadership skills of church schools. The pupils say they are listened to and can influence decisions through the pupil council and this has enabled them to raise funds in a variety of interesting ways which has helped their understanding of those less fortunate. Progress on areas from the previous inspection in February 2012 have not been fully addressed in ways which would bring about sustained improvements.

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