



National Society Statutory Inspection of Anglican and Methodist Schools Report

Ravensworth Church of England Voluntary Controlled Primary School

Ravensworth
Richmond
North Yorkshire
DL11 7ET

Diocese: Ripon & Leeds

Local authority: North Yorkshire
Date of inspection: 20th June 2013
Date of last inspection: 24th May 2010
School's unique reference number: 121511
Headteacher: Mr R Campbell
Inspector's name and number: Mrs C A Roberts 469

School context

Ravensworth Primary is a smaller than average school serving the village and surrounding rural area. Almost all pupils are White British. The proportion of pupils eligible for pupil-premium funding is below the national average, as is the proportion of pupils at school action plus or with a statement of special educational need. However, the proportion of pupils receiving school action support is broadly in line with the national average. The headteacher has been in post since March 2013.

The distinctiveness and effectiveness of Ravensworth as a Church of England school are good

A distinctive Christian vision and values permeate the life of the school, giving it clear direction and motivation. Leadership and management of the school as a church school are outstanding with many new strategies leading to very positive outcomes for children, both personally and academically. Worship upholds and supports this vision whilst enabling children to develop spiritually and morally. Overall the impact the school has on children and the community is good, but the exciting pace of new leadership and the dedication of governors and staff, indicates their vision of becoming an outstanding school can be achieved.

Established strengths

- The atmosphere of love and care underpinned by Christian values.
- The dedication and commitment from leaders, governors and staff in upholding the vision of the school as a church school.
- The quality of relationships across the school.

Focus for development

- Embed strategies in worship which enable children to further develop their understanding and fully articulate the value of worship in their personal lives and the life of the school.
- Develop a programme of professional development for all staff regarding the school as a church school, to increase their understanding.
- Incorporate explicit Christian values in key policy documents.

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

Explicit Christian values such as love, forgiveness, respect and integrity underpin the vision for the school, which is based on clear Biblical teaching such as 'God is love' and how this can be lived out on a daily basis. Such values have a significant impact on all aspects of school life, but especially relationships and behaviour. Many children relate their behaviour to Christian values and the life of Jesus, for example a Year 1 pupil states 'Forgiveness means if someone is mean to you, you would throw away the badness and try to keep the goodness' and a Year 4 pupil 'We should follow Jesus because he was kind, loving and helpful. He makes the world a better place'. Christian values shape curriculum provision and also the firm belief that all children are valued as a child of God and have tailored support, including Silver SEAL (Social and Emotional Aspects of Learning). This effective programme allows children to discuss their emotions and relate them to Christian values. Consequently progress and achievement, both academically and personally for all groups of children in school is at least good. Attendance is excellent. However leaders recognise that some key policy documents such as for behaviour, do not yet incorporate explicit Christian values. Leaders and staff work hard to ensure spirituality is developed across the curriculum and school day. There are many opportunities to reflect on daily life and work and also to pray. The beautiful and tranquil setting of the school enhances provision. However leaders are not complacent and plan to develop a reflection area in the main hall. Religious education (RE) makes a very positive contribution to understanding and respecting Christianity and diverse communities. Visitors from different communities such as Kenya, Poland and China enhance learning. Children also take part in many fund raising activities such as Operation Christmas Child and Harvest parcels which develops understanding of love for others, both in their local community and globally. The school meets the needs of all learners in a very good way and has the capacity to be outstanding. It is not yet outstanding as some strategies are still in their infancy and have not had time to make an outstanding impact on the life of the school.

The impact of collective worship on the school community is good

Worship at Ravensworth is meaningful, rooted in the Christian faith and central to life in school for the whole school community. The philosophy underpinning worship is one of relevance and reality and leaders stress they do not want worship to just 'go through the motions'. Consequently, worship is engaging and uplifting. For example the whole school sit in a circle to focus on a lighted candle. They greet each other, talk to each other about their lives, they sing animatedly and they share The Grace. Leaders ensure the Trinitarian nature of worship and theological concepts are built into the worship programme to ensure understanding is developed over time. Older children in particular talk about 'The Holy Spirit being with us'. However leaders recognise that understanding of The Trinity is in its infancy. Reflection and prayer are aided with beautiful music and some children are confident to say their prayers out loud to the whole school. Many children understand why worship is so important in life, they state 'It's important because you can think about God and Jesus', and 'It's a time to be with God'. There are examples of outstanding practice in worship such as the inspirational quality of worship led by the headteacher, an exciting programme of visitors with 'different models of faith', careful monitoring and evaluation and a willingness to embrace change when necessary. Children enjoy leading worship and the school plan to develop this further. The impact of worship, particularly on children's spiritual, moral, social and cultural development is good. It is not yet outstanding as these practices are relatively new and need time to become fully embedded, so that children can develop their understanding further and fully articulate the value of worship on their personal and school life.

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

The headteacher is an exceptional leader who has made a tremendous impact on the school in a short space of time, quickly building on and extending strategies to develop distinctiveness started by the previous acting headteacher. Coupled with the hardworking, knowledgeable governors and dedicated staff, the Christian vision for the school is clear and well-articulated by all stakeholders. Underpinning this vision are explicit Christian values, theological concepts and Biblical quotes such as 'work as though working for the Lord'. This vision is clear on the website and in communications to parents. A real strength of leaders and managers is the way they monitor and evaluate the school as a church school. The SIAMS group of governors lead this. They are open and honest in their debate because they are clear what it means to lead and manage a church school, they also listen to a wide range of stakeholders including children. Self-evaluation is accurate and extremely detailed. Future development plans are rigorous and ensure that all focus for development points from the last inspection have been successfully addressed. Outstanding leadership has led to very detailed analysis of academic and personal performance which has impacted very positively on outcomes for children. Partnership with the local church is also a real strength and this is now extended through the development of Messy Church which takes place in school and attracts adults and children from surrounding parishes. Likewise links with the diocese are close. Leaders and governors are committed to developing the leadership capacity of all staff and any training undertaken by the headteacher and governors is fed back to staff, such as recent training on spirituality. However leaders recognise this as an area to develop. Priority has been given to ensuring RE is seen as a leading subject in school and improvements have taken place.

SIAMS report June 2013 Ravensworth C of E VC Primary School, Ravensworth, Richmond DN11 7ET