

## National Society Statutory Inspection of Anglican Schools Report

### **Ravensworth Church of England Voluntary Controlled Primary School**

Ravensworth  
Richmond  
North Yorkshire  
DL11 7ET

#### **Diocese: Ripon & Leeds**

Local authority: North Yorkshire  
Dates of inspection: 27<sup>th</sup> March 2007  
Date of last inspection: 21<sup>st</sup> June 2001  
School's unique reference number: 121511  
Headteacher: Mrs D. Robinson  
Inspector's name and number: Dr D. Sellick No. 148

#### **School context**

Ravensworth C of E Controlled Primary School is located in the centre of one of seven small villages from whom its 84 pupils are drawn. Most of the villages are part of an united benefice at present in interregnum. The current building was opened in 1968 and a further extension is being added to cope with the rising roll. There are three mixed age classes which together cater for Reception to Y6 with three teachers plus a head (.4) and one full and five part-time TAs. The main parish church is about one and a half miles from the school; less via a footpath. The current Headteacher will take up a new post in April 2007.

#### **The distinctiveness and effectiveness of Ravensworth VC Primary as a Church of England school are satisfactory**

The effectiveness of Ravensworth school and its Christian ethos is manifest in the attitudes of parents and their children to the school and its staff team, and their aspirations and respect for the pupils. There is a shared commitment to the further development of the distinctive profile of Ravensworth as a Church of England school.

#### **Established strengths**

- An excellent atmosphere of caring and mutual respect across the whole school community
- Very supportive and generous parents, both for school funds and charitable giving
- Good quality teaching and learning throughout the school
- A Leadership and Management Team committed to school improvement

#### **Focus for development**

- Make more explicit the Christian underpinning of policies as appropriate; devise a Spiritual Development policy to ensure cross curricular opportunities are enhanced.
- Develop strategies to enable all stakeholders, including Foundation Governors, to extend their roles to enhance the Anglican dimension of the school ethos and to nurture and challenge the school's progress as a church school
- Make more effective use of Christian logos and symbols to enhance the school's visual distinctiveness
- Ensure that there is a clear and consistent distinction between RE and Collective Worship in the school prospectus

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

The pupils enjoy being at school and show concern for each other in class, at play and about the school; this is particularly noticeable with regard to the small number of pupils with special medical needs; this supports the contention that “Christian values” characterise the daily life of the school. Appropriate physical adaptations and specialist TA support is made to ensure full participation for all pupils. Children communicate well with all adults, including visitors. The School Council conducts its business thoughtfully and responsibly ( the Chair and Secretary are pupils; a TA acts as ‘consultant’) Council members offered ‘raising money for charity’ as their main function followed by reflecting on which of the pupils’ suggestions about improving school life to pass on to the Head and governors. Although excellent use is made of the SEAL project materials for Moral, Social and Cultural Development, there is currently no school policy for spiritual development to ensure cross curricular opportunities are fully explored. A former Vicar presented a ‘Courtesy Cup’ which is awarded weekly for the best example of ‘courteous’ behaviour; a record of the recipients is maintained. There is scope for drawing the pupils’ attention a little more to what is particularly Christian about the values that underpin the overall excellent school ethos. There is useful information about the Governors on the entrance notice board and there is a Kirby Hill Church collage in the entrance hall. However, more effective use could be made of distinctively Christian logos and symbols to emphasise the school’s church connections.

**The impact of collective worship on the school community is satisfactory with some good features**

An ‘assembly book’ confirms that the school’s worship policy is implemented; all teachers take a turn in leading but do not generally attend on other mornings, though all are present, along with many parents, for the “Sharing Assemblies” that take place each half term lead by each class in turn. Pupils enter the hall to appropriate music and settle quietly in front of the table on which there is a wooden cross, a candle and a framed copy of the “School Creed”. On the occasion seen there was a well observed period of reflection on the suggested topic. Pupils sang to a recorded song and answered recall and speculative questions quite well. Themes are set termly by the Head and reflect the seasons of the year, including major Christian festivals, and other appropriate topics. The use of more specifically Anglican themes would serve to enhance the distinctive character of Collective Worship. A Foundation governor, who is a churchwarden, leads Collective Worship once or twice a term and, in the absence of a parish priest, leads the school’s services in church. In a Class 3 RE lesson pupils were preparing posters and prayers for the Easter service in church; this provided significant opportunity for spiritual development. The pupils respond very well to the Foundation Governor and enjoy the Collective Worship he leads. Parents attend in numbers for the Church based services and there is quite good attendance at other church services when specific invitations are distributed via the pupils and published in the school Newsletter; the Parish Magazine carries items about the school. School work is displayed in Kirby Hill church and the school is a regular focus of intercession in both churches. With enhanced opportunities for training and development, Foundation Governors would be well placed to develop their roles in monitoring and evaluating Collective Worship.

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

The Governing Body has a number of relatively new members but is already working very well together. They have worked hard with Diocesan advisers in the selection of a new Headteacher taking up post in September 2007. All policies concerned with human relationships have been recently revised and are thoroughly compatible with Christian values. However, the distinctiveness of these could be enhanced if the underpinning Christian values were made explicit, for example in the Behaviour and Discipline Policy. It is clear that the

nature of the Christian character of the school is explored with regard to recruitment. Governors' Minutes note that the school's 'Aims and Values' statement and the question of 'Ethos' have been the subject of discussion. Parents' views have been sought via a questionnaire. The outcome of this was the current good statement on the first page of the prospectus. In addition to displaying their minutes in the reception area, the governors have initiated an excellent Newsletter. The website is in urgent need of up-dating. Governors and staff would benefit from some induction and training with regard to the Anglican school dimension. The present head has communicated to the Diocese her great appreciation of the Foundation Governors' contribution to the school during her tenure. With so many positive initiatives already taken, the leadership and management of this church school has good capacity to improve further and to develop robust systems for monitoring and evaluating the school's progress as a church school.

SIAS report March 2007 Ravensworth Church of England Voluntary Controlled Primary School, Ravensworth, Richmond, North Yorkshire DL11 7ET