



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Rossington St Michael's Church of England (Voluntary Aided) Primary School

Sheepbridge Lane

Old Rossington

Doncaster

DN11 0EZ

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Sheffield

Local authority: Doncaster

Dates of inspection: 1st December 2015

Date of last inspection: 19th September 2010

School's unique reference number: 106765

Headteacher: Clair Tucker

Inspector's name and number: Louise Patterson (310)

School context

St Michael's Church School is one of a number of schools serving the ex-mining community of Rossington. Since the previous denominational inspection a new head teacher has been appointed who has been in post for three years. The school is a large primary school housed in buildings which have been constructed as the need arose. The church is adjacent to the school. The school serves a socially diverse community with few pupils with English as a second language or with statements of special educational needs.

The distinctiveness and effectiveness of St Michael's as a Church of England school are good.

- An embedded Christian ethos is having a positive impact on teaching and learning.
- The strong Christian leadership of the school which has enhanced the distinctive nature of the school.
- Pupils are generally confident, well-behaved and developing into well rounded individuals in the knowledge that they are loved by God.
- Good quality collective worship, religious education and the strong relationship with the local parish form a solid foundation for the Christian life of the school.

Areas to improve

- Ensure the formal and rigorous monitoring and evaluation of the impact of both R.E. and collective worship informs future development in these areas.
- Place more emphasis on the involvement of pupils in the planning and delivery of worship on a regular basis.

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

The school's ethos, quality of relationships and treatment of every child as a child of God make it clear that the life and work of the school is firmly rooted in Christian values. Christian values are being lived out and are having a positive impact on the school community as a whole. They are manifested in such areas as the quality of care and respect for each other, the behaviour of pupils and high quality classroom practice. Pupils are able to articulate to a degree what it means for them to go to a church school, saying such things as 'the church makes us special' and 'we are proud to worship God'. When pupils designed the new school logo they were insistent that the cross be central 'as it holds us all together'. Data confirms that pupil attainment is generally in line with national averages in most areas, which is a reflection of the focussed support for children of all abilities and the teachers' commitment to the school as a Christian institution. These along with non-academic achievements, like attendance and 'Star Skills' (positive learning behaviour), are celebrated in a variety of ways which both pupils and parents greatly appreciate. These are effectively displayed in a number of areas of the school. Pupils say that they enjoy coming to school and that they feel very safe and well cared for, as a result attendance is slightly above average. The Christian distinctiveness of the school is having a positive impact on the spiritual development of pupils. Pupils and staff work hard to contribute significantly to a wide range of charities and have productive links with a school in Kenya. Pupils appreciate and are beginning to make use of the recently introduced Prayer Trees in each classroom. Prayer is a strong feature of the school with prayers said regularly alongside appropriate liturgical responses. A generally co-operative and mutually supportive staff team is in evidence but this has been adversely affected by some significant long term illness. Adults within the school are providing very good role models of hard work, care and love of the individual child resulting in pupils who are very well behaved and have a positive attitude towards the school as a Christian community. There are very mutually supportive links with the local parish which is currently in interregnum. Members of the congregation are regular contributors to the Christian life of the school. Parents speak highly of the school as a church school saying such things as 'teachers always have time to talk' and 'school gives a better insight into Christian values'. They say that they are kept well informed about their child and school events. The school clearly knows itself well and is reflective upon its' Christian character.

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

Worship plays an important part in the life of the school and has a positive impact on the lives of both staff and pupils. It provides opportunities for the development of the spiritual dimension through prayers and periods of quiet reflection. These are taken up with some enthusiasm. There is an understanding that the teachings of Jesus can be lived out through caring relationships, good behaviour and mutual respect. Pupils and staff are engaged in the worship being delivered and clearly enjoy the experience. There is very good use made of appropriate liturgy to which the children respond well. This is accompanied by some knowledge and understanding of the significance of the changing colours within the church year. Pupils are gaining an appropriate grounding in the Anglican tradition. Pupils enjoy and take pride in the opportunities to lead aspects of worship. However, they are not sufficiently involved in the planning and delivery of worship on a regular and frequent basis. Pupils said that they would welcome and enjoy this opportunity. There is some understanding of the concept of the Trinity within worship. Christian worship is well planned by the relatively new co-ordinator, head teacher and church. There needs to be clarity within their roles and responsibilities. There is an appropriate balance between whole school, key stage and class worship. Major Christian festivals are celebrated in church along with other regular visits. Visitors deliver worship on a regular basis which pupils say they enjoy. Monitoring and evaluation of the impact of worship on all those involved is currently on an informal basis.

The effectiveness of the religious education is good.

Pupils are making progress in line with other foundation subjects and are attaining to a similar level. The teaching observed during the inspection was consistently good with pupils being engaged and interested in their learning. Pupils were, for the majority of the time, active and encouraged to be independent learners. The school recently adopted the 'Discovery RE' scheme of work following training by the author of that scheme. This has given the staff confidence in coverage of the skills, knowledge and understanding they wish to be integral to the RE delivered in the school. Appropriate progression is already evident. Pupils engage appropriately with the major world faiths alongside the significant Christian input. There has been some significant enthusiasm from both staff and pupils for the new enquiry based approach. However, the school is aware that the impact of new scheme needs to be formally and rigorously monitored and evaluated to inform future developments, including classroom observations and the monitoring of planning and pupils engagement and attainment. Pupils say that they enjoy the subject and especially like the fact that 'it's never boring'. The subject is being very well led and managed through this challenging time by the co-ordinator, who has been in post for two years. She has a clear vision and a good development plan in place. Appropriate training and the support of the diocese are clearly having a positive impact. The subject is very well placed to move from strength to strength.

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

The enthusiastic and committed Christian leadership and management provided by the headteacher and governors contribute significantly to the success of this good church school. The Christian vision of the school is effectively promoted and evidenced in the quality of the relationships, public documents, website and school badge. The prospectus does not strongly reflect the centrality of collective worship and RE to Christian life of the school. There is a good team spirit with the whole staff being actively committed to the church school ethos. Adults within the school are good role models and provide inspiration for the high expectations of behaviour, care and respect for the individual, which are all significant characteristics of Rossington St Michael's School. The school has worked hard to limit the impact of some long term illness. There are strong, mutually supportive links with the local parish through various members of the congregation. Local church members provide support for the school both practically and spiritually. There are strong and productive links with the diocese which are greatly appreciated by the school leadership. Relationships with parents are good; as a parent

commented 'there is always someone to talk to if you need it' and 'school has a lovely feel - it's just like a family'. They greatly appreciate the open door policy of the school and the visual presence of the head teacher. Pupils say that they have an effective voice within the school with both individuals and the school council being heard and their comments discussed. The self-evaluation carried out by the school is accurate and the areas they have highlighted are entirely appropriate. The school meets the statutory requirements in both RE and collective worship. The school's strong leadership, supported by members of the local church, governors and the diocese, is very well placed to move the school forward within its Christian foundation. This alongside a staff who are committed to creating the best learning outcomes for pupils, will enable the school to continue its journey towards becoming an outstanding church school.

SIAMS report [December 2015] [Rossington St Michael's C of E (VA) Primary] [DN11 0EZ]