



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Rushwick Church of England Voluntary Controlled Primary School

Upper Wick Road
Rushwick
Worcestershire
WR2 5SU

Diocese: Worcester

Local authority: Worcestershire

Dates of inspection: 4th July 2014

Date of last inspection: 1st May 2009

School's unique reference number: 116847

Headteacher: Geoff Jeffrey

Inspector's name and number: Angela Deakin 796

School context

Rushwick is a smaller than average primary school with 135 pupils, the majority of whom are of white British heritage. The school serves the village of Rushwick and the hamlet of Crown East. A significant number of pupils come from outside the school's catchment area. The school is recognised by the local authority as a local hub of model practice for inclusion and supporting pupils with vulnerable needs, including pupils with disabilities, learning difficulties and emotional/behavioural difficulties. The school has strong links with the local Anglican Church of St. Thomas and Bromyard Road Methodist Church in St. Johns.

The distinctiveness and effectiveness of Rushwick CE VC Primary School as a Church of England school are outstanding.

- Christian values impact on the lives of all members of the school community. This is evident through positive relationships at all levels and the inclusiveness of the school.
- Leaders work together as a strong team to move the school forward driven by a shared vision rooted in Christian values.
- Worship is highly valued, linked to Christian ethos and rooted in the teachings of the Bible. This has a positive impact on the lives of the pupils and staff as demonstrated by the attitudes and behaviours of the whole school community.

Areas to improve

- Increase pupil leadership of collective worship beyond Year 6 to ensure the continuity of good practice when Year 6 pupils move to high school.
- The religious education (RE) coordinator to work with staff and governors to strengthen the tracking systems for pupil progress in RE so that standards across the school can be monitored.
- Through local school partnerships extend global links in order to increase the pupils' opportunities to understand the diverse world in which they live.

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

The school's distinctively Christian character permeates all aspects of school life and learning is underpinned by Christian values. Pupils and adults explain how the school is a very special place in which people of all faiths and of no faith can be lifelong learners. It encourages respect, friendship, perseverance, trust and honesty to support positive relationships. All members of staff are fully committed to helping pupils achieve their best academically, personally and socially and this is evident in the school's inclusive nature. Christian values permeate the whole school curriculum. Pupils are encouraged to reflect on their own feelings and develop their understanding while making links with Biblical teachings, not just in collective worship and RE but within many areas of the curriculum and in their day to day life. The Christian character of the school is enhanced by the modelling of Christian values and celebrating them eg the school's end of term production of 'Joseph' has led to some in depth discussions about forgiveness. The determination of the headteacher drives the school community to find something unique and special in every child and celebrate that individuality. Well-used reflection areas in the school grounds provide opportunities for pupils to enjoy and reflect on God's world. The teaching of RE challenges and supports pupils in their own spiritual, moral, social and cultural development as well as contributing to their understanding of and respect for diverse faiths and cultures. The strong ethos of the school encourages all members of the community to be considerate, recognise their responsibility for their own progress and achievements as well as recognising the need to support the progress and achievement of others. Trusting relationships, perseverance and commitment to personal development ensure that pupils of all abilities, including those with physical disabilities, make good progress across the school, achieving above-average standards overall in reading, writing and maths by the end of Year 6. Pupils, staff, governors and parents enthusiastically articulate the distinctive Christian qualities of the school and describe it as a happy place to work and learn where the wellbeing of all is supported. Therefore, pupils want to go to school resulting in good attendance at 96.4% and no exclusions in the current academic year. Members of staff consistently model the school's Christian character, for example through the way in which they listen and offer support to parents and pupils. Learners have regular opportunities to engage in high quality experiences that develop personal spirituality both at school and in the wider community. They are actively encouraged to reflect on biblical teaching and explore links between people's lives today and the lives of people in the stories, enabling them to share their own feelings and thoughts. The cooperation, mutual respect and teamwork between adults from different churches and a parent belonging to the Sikh faith are exemplary and publicly demonstrated in a variety of ways within normal school life. For example, the successful trip to a Gurdwara at Leamington Spa, was organised with the support of the parent whose relative was part of the worshipping community there. The visit was then followed up discussions about Christianity and Sikhism. The school is aware that the tracking of progress in RE needs further development so that the coordinator is able to monitor standards across the school.

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

Collective worship at Rushwick is central to school life. It has a very positive impact on how pupils, staff, parents and governors relate to each other. Acts of worship are mainly based on

Christian values and the teaching of the Bible. This is always the case during 'Open the Book' when the pupils are encouraged to relate the story to their everyday life and reflect on it. This is often led by members from St. Thomas's Church and Bromyard Road Methodist Church, demonstrating co-operation and unity in the Christian faith. Opportunities for pupils to respond are given beyond collective worship eg in lessons, enabling them to make relevant connections and consider their own attitudes and behaviours. All pupils are given opportunities to engage in collective worship around the school site and at various times of the school day, e.g. at lunchtime, home time, class prayers and following sensitive moments in the life of the school. Year 6 pupils are involved in the planning, monitoring and evaluation of collective worship and have a leading voice in decision making. This has proven very useful, particularly when it resulted in a change of content and approach to a set of activities, The school now recognises that the leadership by pupils needs to be extended beyond Year 6 to support other year groups' development and to enable continuity for pupils following the transition of Year 6. Collective worship is recognised by pupils as a special time for them all to join in; they are inspired by members of the local church communities and feel prayer, reflection, music, singing and acting all play an important part in the special atmosphere. Pupils enjoy taking part in collective worship especially in class assemblies or when they have volunteered to become characters in the 'Open the Book' story. Much of the involvement in 'Open the Book' is spontaneous as they have very little time to prepare and pupils take on the roles with enthusiasm and empathy for the character they are playing. Parents are encouraged to attend collective worship; this has enabled them to have a regular insight into the atmosphere and importance of collective worship at the school. They particularly enjoy attending the celebration assemblies where the excellent relationship rooted in Christian values between the headteacher and children is actively demonstrated. The children enjoy writing their own prayers both for themselves and for special occasions; a pupil remarked "This helps us talk to God and it feels right!" The importance and positive effect of collective worship reaches beyond the school as noted by one parent; "I appreciate that they are learning about what Christians believe." Pupils have a developing understanding of the Trinity and some of the older pupils are beginning to articulate their perceptions of God as Father, Son and Holy Spirit with confidence and reverence.

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

The determination and strong vision of the headteacher, rooted in Christian values, have ensured that the school has continued to evolve as a thriving Christian community through some very difficult times. The headteacher and governors regularly review the position of the school including recently considering the possibility of becoming an academy in a chain of church school academies. Staff and governors have a good understanding of ways in which Christian values permeate the school day and they consider that this is a significant factor in the school's consistent academic success, excellent pupil behaviour and positive relationships between all members of the school community. The enthusiasm and commitment of leadership at all levels ensure that the school continues to strengthen its sense of community both within the school and beyond. Parents feel valued and recognised as part of the school community. The makeup of the governing body has changed significantly over the past few years and current governors are fully committed to supporting and developing the school as a distinctively Christian community. Staff and governors are fully engaged in robust self-evaluation, identifying strengths, priorities and needs of the school as a church school. As a result of their self-evaluation the school has been working with the Diocese and greatly values the recent support in taking the school forward as a church school. All staff and governors benefit from personal, spiritual and professional development both within the school and through the Diocese. This ensures effective self-evaluation of Rushwick as a church school with a strong focus on pupils' social, moral, spiritual & cultural development. The school has exceptionally strong and resilient links with the church community and is fully supported by parents. Proactive partnerships have been developed with the Local Authority, Diocese of Worcester, Partnership in Malvern Schools (PIMS), 5-a-side Teme (the local key primary school collaboration network), feeder high schools and the University of Worcester resulting in increased networking opportunities, mutual support and

the sharing of good practice. The school continues to engage with all of these groups to stay up to date and work as mutual support partners learning from each other. The school recognises that it has limited global links and is looking to explore development possibilities with its primary school partners. Both areas for development from the last inspection have been effectively addressed,
The arrangements for religious education and collective worship meet statutory requirements.

SIAMS report July 2014 Rushwick CE VC Primary School, Rushwick, Worcestershire WR2 5SU