



National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Roxwell Church of England Voluntary Controlled Primary School The Street, Roxwell, Chelmsford, Essex CMI 4PE</p> <p>Previous SIAMS grade: Good</p> <p>Current inspection grade: Satisfactory</p> <p>Diocese: Chelmsford</p> <p>Local authority: Essex</p> <p>Date of inspection: 30th April 2015</p> <p>Date of last inspection: 12th May 2010</p> <p>School's unique reference number: 115118</p> <p>Headteacher: Vicky Kendell</p> <p>Inspector's name and number: Julie Gibbons 739</p>
<p style="text-align: center;">School context</p> <p>Roxwell Church of England Voluntary Controlled Primary School is a small school with mixed aged classes and early years provision. The proportion of pupils from minority ethnic groups, or speaking English as an additional language is below average. The proportion who are known to be eligible for free school meals and for whom additional income (the pupil premium) is received is average. The proportion with special educational needs is also broadly average. The headteacher has been in post since January 2015 and the senior teacher since September 2014. The church is currently in a period with no vicar.</p>
<p>The distinctiveness and effectiveness of Roxwell as a Church of England school are satisfactory</p> <ul style="list-style-type: none"> • The clear vision of the headteacher and leadership team to develop the school's distinctiveness and effectiveness as a church school • Strong and supportive relationships between staff underpinned by Christian values
<p style="text-align: center;">Areas to improve</p> <ul style="list-style-type: none"> • To embed understanding of the school's Christian values including their explicit Christian basis and their impact on spiritual development • To improve governors' understanding of their roles and responsibilities as governors of a church school • To implement rigorous and formal systems for monitoring and evaluating the school's effectiveness as a church school • To develop prayer opportunities with a focus on both private and public prayer
<p style="text-align: center;">The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners</p> <p>The headteacher has worked hard, since taking up her role in January 2015, to develop the school's Christian values. They are displayed in the school hall and in classrooms and have recently become a focal point for the school community. Children are beginning to know what</p>

these values are. The school's reviewed Christian values are in the very early stages of having an impact on pupils' daily lives and learning. The explicit link between school values and their Christian underpinning is also at the very early stages of being explicitly shown. Therefore pupils have limited understanding of the importance of these values and why and how they are Christian values. It also limits understanding of how these values can be drawn on to support pupils' decision making and spiritual development. Some progress has been made recently in this area but the Christian values are not explicitly embedded in school practice. The school's Christian ethos where every child is cared for and respected underpins its approaches to attendance and exclusions and its work with vulnerable individuals. As a result attendance is broadly in line with the national average and exclusions rates are low. The Christian character of the school is in the early stages of having a positive influence on pupils' confidence and attitudes to learning. Pupils' achievement and progress is improving. Pupils make at least expected progress in reading and maths. However this is not so in writing where pupils' progress is below national expectations. Approximately a third of pupils make more than expected progress in reading and writing. Just under half of pupils make more than expected progress in mathematics. As a reflection of the school's Christian and inclusive ethos parents report that 'Children are very happy, they feel they belong'. The school takes pupils' academic, personal development and wellbeing seriously. It works to support this well through, for example, a broad and balanced curriculum and good teaching and learning. Relationships are good and a strength of the school. These are beginning to be based on the school's Christian foundation. Staff have a good working relationship which effectively supports them in addressing whole school issues. Religious education (RE) is satisfactory in supporting the school's Christian ethos and pupils' spiritual, moral, social and cultural development. Pupils say their thoughts and feelings are valued. They speak of their enjoyment of RE lessons. Pupils work well in groups in RE. They are keen to share their thoughts and feelings, for example about a recent visit to a Sikh place of worship. The school's Christian character promotes understanding and respect for difference in satisfactory ways, including in RE. The established House system enables pupils to take leadership roles and develop an understanding of what it means to share responsibility and work as a team. Changes to the school environment to enhance pupils' spiritual development have recently been put in place which includes a cross and the Christian value for the week displayed in each classroom. There is also now a display in the hall of the school's Christian values, books of the Bible and the Lord's Prayer. This development shows the renewed emphasis being placed on the school's Christian ethos.

The impact of collective worship on the school community is satisfactory

Worship is clearly an area which is important to the school and has been a focus for recent development. Many of the very recent changes implemented by the leadership team have begun to have a positive, but so far limited, impact on improving the quality of worship. The newly revised worship policy sets out clearly its aims and purpose. Worship themes now include a clear focus on the school's Christian values and the life and teachings of Jesus Christ. Worship is now well planned. However, these changes are not embedded into school life. Pupils are not aware of the Christian understanding of God as Father, Son and Holy Spirit. Children are quiet and attentive as they enter the hall. The atmosphere created by the appropriate music and foci helps prepare for worship. Most pupils are attentive and are keen to participate in worship. Pupils enjoy singing a variety of hymns and worship songs. One pupil said, 'When you are singing you are speaking to God.' There are limited opportunities for pupils to take responsibility for leading worship. Pupils do take a more active part in services in church to celebrate key Christian festivals such as at Easter time. Pupils and their parents speak positively of how much they enjoy these services in church. This enables pupils to have first-hand experience and develop some limited understanding of different aspects of Anglican worship. Pupils enjoy writing prayers and some of these are used in church services. A thanksgiving prayer (Grace) is said by each class in the classroom before lunch. Pupils do not have a clear understanding of the difference between personal and public prayer. They are not given sufficient opportunities to offer personal prayers in school. There is some informal monitoring of the quality of worship taking place but this is not sufficiently structured or

developmental.

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

The headteacher has a strong vision for the school as a church school which has been shared with the leadership team and teachers. Her clear strategic plan of how to develop the school as a church school has begun to be put into place. There has been some very recent progress but the impact on school life and work is only in the early stages of development. Pupils and parents have not been adequately involved or their views taken sufficiently into account in developing the school's distinctive Christian character. The church is currently without a vicar and the school is working to maintain links with the parish church. A foundation governor is working supportively to enhance the school's Christian vision and values. The governing body does not have a shared view of its roles and responsibilities as governors of a church school. Key issues from the previous denominational report have not been adequately addressed. Monitoring and evaluation of the distinctiveness and effectiveness of the school as a church school is carried out on a piecemeal and informal basis by leaders and governors. However, there is no planned formal cycle of review and evaluation. Arrangements for worship and RE meet statutory requirements for a voluntary controlled church school. The school is reaching out to the wider community. It has been recently involved in sharing its Christian vision with the local and wider community of schools. The school is beginning to draw on support offered by the diocesan schools' team. It is clear that staff work well together and are fully supportive of the headteacher. There has been some basic training for staff on working in a church school but this has not been sufficiently built upon. Parents are supportive of the school. One parent said that this is, 'a lovely friendly school, our children are fortunate to be part of it'.

SIAMS report April 2015 Roxwell Church of England Voluntary Controlled Primary School, Roxwell, Chelmsford, Essex, CMI 4PE