

National Society Statutory Inspection of Anglican Schools Report

The Rossington All Saints Church of England (VA) School – A Sports College

Bond Street
Rossington
Doncaster
DN11 0BZ

Diocese: Sheffield

Local authority: Doncaster

Date of inspection: 6 May 2009

Date of last inspection: 18 – 21 April 2005

School's unique reference number: 133942

Headteacher: Mr David Rowsell

Inspector's name and number: Paulette Bissell NS88 Michael Green NS534

School context

The Rossington All Saints Church of England School is a smaller than average secondary school with a sixth form. The vast majority of pupils are White British with only a very small number from minority ethnic heritages. Very few pupils speak English as an additional language. The number of pupils eligible for free school meals is higher than usual. The number of pupils with learning difficulties and /or disabilities is below the national average, but the proportion with statements of special educational need is above average.

The distinctiveness and effectiveness of Rossington All Saints Church of England School as a Church of England school is good.

Central to the success of the school is the outstanding collective worship that provides a sense of belonging and spiritual development. The school works as a unity in an atmosphere of Christian cooperation and community cohesion that seeks to carefully nurture each individual. This is a school with a well founded and caring Christian ethos underpinning a pastoral system that encourages and enables staff and pupils to flourish.

Established strengths

- The outstanding impact of collective worship on the day to day life of the school community.
- The highly effective pastoral system that impacts on positive behaviour and enriches the welfare and support of pupils and staff.
- The vision for the school as a Church school which has underpinned the new pastoral system and the development of the new accommodation.
- Highly effective communication and consultation processes which give strength, purpose and value to the views of pupils and staff.

Focus for development

- Strengthen links with the local Church community and the Diocese and in so doing, pursue the possibility of chaplaincy for the school.
- Develop the S3 programme (self, spirit and society) as a core curriculum area.
- Widen the involvement of the school community in the self evaluation process of the school as a Church school.

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

The vision for the school is underpinned by Christian values and the desire for pupils and staff to succeed and achieve their potential. The values contribute towards positive

relationships and conflict resolution which has resulted in growing levels of compassionate behaviour. The acceptance of beliefs and feelings for other people makes the school a safe and secure place and it is clearly evident that pupils enjoy coming to school. A member of the non teaching staff said that the school is 'a good place to be where people are really appreciated'. Pupils enjoy the calm atmosphere and show respect for each other and for the staff. The pastoral system is a key strength of the school in that it supports the development of positive relationships and promotes care and support for staff and pupils alike. The vertical tutor groups have created a family unity where older pupils look out for and help their younger peers. Spiritual development is important to the school and pupils are able to see and experience a variety of settings that connect to God. The Oasis group provides an opportunity for pupils and staff to explore issues of faith, make friends and pray together. The Pupil Council was consulted about the design of the new school building and their input has contributed towards the development of a high quality learning environment that is having a very positive impact on the school community. The subtle use of symbols and artefacts help to highlight the status of the school as a Church school. Pupils know that their views are valued and that their opinions are considered, reflected upon and seen as an important part of the decision making process in the school. An example of this is in the naming of the four houses. In keeping with the aspirations of the school the pupils chose people who are important to them because of the way they inspired others. Pupils speak positively about the links with Tema in Ghana which is helping to develop a more global perspective to their learning. The work they do to support the community and local charities is routed through the house system which strengthens both the pastoral system and the development of community cohesion. There are good links with the local primary schools particularly through the Junior Sports Leader programme which the pupils see as being a very important part of the Sports College status of the school. The development of self, society and spirit (S3) is supporting and impacting on the ethos of the school as a Church school.

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

Collective worship is viewed by staff and pupils as an extremely important and effective feature of life at Rossington All Saints. The contribution that it makes to the Christian distinctiveness is substantial. It is a time when the Christian values that are explicitly displayed in school are linked to the Christian story. Local and global issues are explored in an engaging, relevant and appropriate way. Everyone is being given the opportunity to discern the possibilities of God. The high quality acts of worship are developing pupil and staff understanding of Christianity in a way that is accessible to them. They also widen horizons through the presentation of challenging issues in a way that makes theological discussion and spiritual experience a possibility. The reflective activities which are prepared for all the tutor groups are a tremendous strength of the programme which inclusively engages people of faith and none. They are linked to the weekly house worship and give tutors and students time to further explore the planned theme in a meaningful and reflective way. It has been found to be an important factor in making the worship remarkably affective and appreciated. The gradual development of these times by the senior team has encouraged a growing number of staff to lead the sessions which has had an increased impact on the whole community. Now that the importance of the occasion has been thoroughly established, the planned future progression is towards greater pupil involvement and participation. The impressive success is due mainly to the headteacher's insistence on collective worship taking precedence over all other activities at the start of the school day. Worship in church for the major Christian festivals is also regarded as a major feature of the school's Christian distinctiveness. Clergy and worship leaders make a significant and valued contribution to everyone's understanding of the Anglican traditions and broader Christian expressions of worship.

The effectiveness of the religious education is good

In religious education lessons teaching and learning is good and is therefore regarded as a significant contributor to the Christian distinctiveness of the school. It is seen as a useful curriculum area where learning is meaningful for life. The pupils are being given well planned challenging experiences which allow them to achieve similar levels to other subjects. This is enabled through a rigorous tracking system whereby pupils and staff are helped to fulfil their potential. Thinking skills are particularly being developed through high level appropriate

tasks. Religious education is good in giving students the opportunity and necessary skills to have informed theological debate. There is an impressive level of thoughtful participation and openness indicating a secure trusting environment within these lessons which enables students to speak freely on matters of belief and faith. A good prior knowledge of Christianity was evident in lesson observations. Through innovative curriculum changes within the S3 programme which links religious education with PSHE, the status of religious education is being heightened as a major provider of the self, society and spiritual dimension of the curriculum. These developments are skilfully being moved forward in a planned consultative manner under the direction of an extremely able member of staff. This should now become a core curriculum area central to the life of the school. The planned extension of a programme of visitors into school and visits to other places of worship in the S3 programme will further enhance in a powerful way the pupil's experiences of Christianity and other major world faiths.

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

The headteacher and his leadership team have a strong Christian vision underpinned by key values that relate to respect, care and concern for one another. As a result, very positive relationships exist helping staff and pupils to flourish in an atmosphere of expectation. The school actively promotes a sense of community, belonging and unity which is reflected in the atrium of the school building. Church school status is discussed regularly at the weekly Governor Executive meetings helping to maintain the profile of the school as a Church school and giving governors a better understanding of their role. The headteacher is inspiring and fully committed to the Christian values that are part of the daily life of the school. Governors support him and work as a team. Leadership of the school is consultative and this contributes to the fact that everyone feels valued. The Moving Forward group reflects on the actions of the school and helps to determine policy and strategy as a Church school. The use of surveys has informed and encouraged the development of worship and the process is seen as a means of future development. The outcomes need to inform the self evaluation process which will help to widen the involvement of the school community and strengthen their knowledge and understanding of the school as a Church school. Staff and pupils are aware of the Church school status and uphold its values. The Pupil Council is very effective and they feel that their views are listened to and acted upon where appropriate. The school is a key and integral part of the local community. The support and involvement of the local church community needs to be strengthened. The school has links with the Diocese but wishes for a more proactive role and support in the development of chaplaincy for the school. The leadership of the school has guided it through intensive activity in recent years. They have carefully managed the move to aided Church school status and the transition into new purpose built accommodation. The headteacher has been a constant and through his vision and Christian values, the school has continued to thrive and develop. There is an intelligent and evolutionary process in place that is strengthening the ethos of the school as a Church school and developing a distinctive Christian ethos that is meeting the needs of the All Saints community. The school very much lives out the quotation from James 2:18 'I will show you my faith by what I do'.

SIAS report May 2009. Rossington All Saints Church of England School, Bond Street, Rossington, Doncaster. DN11 0BZ