**National Society Statutory Inspection of Anglican and Methodist Schools Report**

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| **RADNAGE VA CHURCH OF ENGLAND PRIMARY SCHOOL**  City Road, Radnage, Bucks. HP14 4DW  **Previous SIAMS grade:** Good  **Current Inspection Grade:** Good  **Diocese:** Oxford  Local authority: Buckinghamshire  Date of inspection: 19 November 2015  Date of last inspection: September 2010  School’s unique reference number: 825/3339  Head teacher: Elizabeth Ramm  Inspector’s name and number: Rev Tim Harper (827) |
| **School context**  Radnage is a small school of 85 pupils, previously infants only. Recently it has expanded to include years 3-5 and aspires to have a year 6. The village is set in a pleasant rural location between the urban High Wycombe and the town of Stokenchurch. Some 30% of children live in Radnage but many come from outside catchment, notably High Wycombe. They are drawn by the high standards of the school. The Head Teacher has a significant teaching commitment. A recent Ofsted inspection graded the school as Good. |
| **The distinctiveness and effectiveness of Radnage C of E Primary School as a Church of England school are good**   * The school has an outstanding Christian ethos firmly embedded in all areas, which contributes significantly to the life of the school. * The visionary and courageous leadership of the head teacher and governing body has successfully managed the expansion of the school from infant towards primary status. * A close relationship with clergy and parish church enhances collective worship. * Religious Education (RE) informs and underpins the school’s distinctive Christian values. |
| **Areas to improve**   * The involvement of children in planning and delivering collective worship in order to improve their understanding of Anglican tradition and practice. * To develop the teaching of RE by the completion of the action plan, and through monitoring and evaluation so it becomes embedded in life of the school. |

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| **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**  The Christian character is well understood by the whole school community. It underpins and guides the achievement, personal development and wellbeing of all pupils so that academic standards across the curriculum are good and improving. A parent comments, ‘Radnage is a small school with a clear vision and ethos. It focuses on the needs of the individual to help them achieve their personal best.’ This matches the findings of a recent Ofsted. Parents commented favourably on the ‘family’ feel of the school and chose the school for this reason. Children are affirmed as individuals and encouraged to develop academically, morally, culturally and spiritually. Striking displays of the school’s values and their distinctive Christian application to life are found in the entrance areas and all classrooms making them explicit to all in the community. Other displays in the main hall encourage children of other faiths, notably Islam and Hinduism, to believe and pray in their own way. Relationships between all key stakeholders are very good. Children challenge behaviour that contradicts the school’s Christian values. A child commented that after an argument “I would try to shake their hand,” before taking the matter further. Cross-curricular links are made between religious education and other subjects. A project on religion and volcanoes linking faith and science is prominently displayed in the main hall. While there is little cultural diversity among the pupils, awareness of other cultures is strongly promoted. A Muslim mother recently gave a talk to the children about her Haj pilgrimage to Mecca. Religious Education develops an understanding of Christianity. An example of this is a display on sacraments. It shows a detailed understanding among the children of complicated spiritual concepts. They talked readily about these. The impact of a distinctive Christian character is evident in all areas of school life and is well embedded. |
| **The impact of collective worship on the school community is good.**  Collective worship is planned and delivered in a thoughtful and effective way. It is linked to Biblical teaching and the Christian values of the school, and promotes both these and ‘British’ values in daily life. Detailed records are kept of subjects, music, prayers and the children’s involvement. Many parents join staff and pupils at a weekly praise service on Fridays. One comments, ‘The church school environment at Radnage promotes a sense of community within the school and more broadly to the village.’ Local clergy visit weekly to lead CW and most weeks stay on to assist with RE lessons. Clergy guide the children through the church year and help them understand its rhythm. Major festivals are celebrated in church. These services are well received by the whole village. However the church is now too small to accommodate the whole school. In response to consultation, in the future, festivals in church will be celebrated by key stage groupings and their families. This will make room for the many other local visitors who wish to attend. The impact of CW is evaluated through regular discussion with all key stakeholders. Parents are invited to record their responses in a ‘Comments Book.’ They remark that, ‘Rev Linda is amazing with the children during worship times.’ The children often sing the songs at home. Planning for future CW is informed by these responses. Children’s spirituality is developed in many ways. A well-used ‘Prayer Tree’ is placed in the school entrance. Children start and end each school day with a prayer. Each classroom has a prayer display and area for reflection. Children are encouraged through the day to use one of the prayers written earlier or to write a fresh one of their own to reflect upon. Children are invited to engage with Jesus Christ and understand that through him God is interested in their lives. One parent writes, ‘I particularly like the introduction of prayers to my children which encourages them to think about others who are less fortunate.’ The doctrine of the Holy Trinity is taught in an imaginative form, children being invited to think of ways to illustrate the concept. A pupil held a stone, explaining how it had three distinct inner layers yet was one stone. The children expressed a strong desire to be more involved the planning and delivery of CW. |
| **The effectiveness of the religious education is good.** Achievement of learners in RE is good and in line with other subjects in the curriculum. It is clearly monitored and evaluated. Currently progress of learners is tracked by examination of workbooks and in conversation with the children. A standardised marking policy using colour coding is evident. This is being reviewed by the new RE leader, and a new plan coordinated with CW evaluation will be used from January 2016. All staff receive training and support in teaching the subject. They are consulted about planning, and effective practice is shared at staff meetings. Foundation governors are active in monitoring delivery of the subject. An RE lesson observation of each teacher is made at least once a term by governors. Evidence is fed back to the teaching and learning committee and Parochial Church Council. This ensures that standards remain high. The Bucks RE syllabus is followed. Governors do not currently make any amendments to the curriculum. Articles relating to faith are displayed across the school. For example a cross, a picture of the church, and a mosaic incorporating the Christian values of the school with the wider life of the village are on display in the entrance. Other displays to help children’s understanding are placed around the school, such as that illustrating the sacrament of baptism and its meaning. Christianity is taught thoroughly and effectively. In each class Bible story, poetry, music and drama are woven together by the children to embed their learning about and from the faith. A recent RE day led by the clergy studying the Lord’s Prayer and making prayer bracelets, was very well received by the children. A parent comments, ‘There is a strong focus on religious education which promotes Christianity as well as an acceptance and understanding of other faiths and personal differences.’ With a newly appointed RE coordinator building on a firm foundation much effective learning is going on. However, after only a few weeks in post her ambitious planning for further development of the subject is at an early stage. As yet it cannot be fully evaluated and remains to become embedded in the life of the school. |
| **The effectiveness of the leadership and management of the school as a church school is good.**  It is clear that governors and staff are strongly committed to the Christian ethos of the school. Leaders work effectively to promote and support it in every way. A new teacher was appointed in September 2015 with the specific brief of developing the Christian distinctiveness of the school. The school’s values are expressed in child friendly words. These include care, respect, celebration, forgiveness helpfulness and kindness. All key stakeholders affirm a school motto of ‘Reach for the stars’. It underpins the constant drive by the leadership to improve standards of achievement in all areas of school life. The evident well being of the whole school community is warmly endorsed by all key stakeholders. ‘The environment created by Mrs Ramm and her members of staff allows the children to feel they are part of an extended family outside of home.’ Ofsted noted how this spiritual vision affects relationships for good across the school community. Foundation governors are aware of their responsibilities. At least half attend the weekly Friday celebration assembly. They observe RE lessons and report back to the PCC termly. In all ways the governors are proactively planning the future of this popular small school. The courageous leadership shown by senior management and the governing body to expand the school to primary status in a short time is remarkable. It was decided that to remain a very small school was financially unviable. The governing body resolved that the future of the school could only be secured by expansion. As the school moves towards having a year 6, considerable challenges remain to complete the project. Two staff members are receiving training for ‘Middle Leadership’ in church schools. Clergy visit the school at least weekly. A parent comments, ‘There is a strong link to the parish church and our children are given opportunities to say thank you regularly through the school year.’ Arrangements for religious education and collective worship meet statutory requirements. Areas for development from the last inspection have all been addressed with the exception of the greater involvement of children in planning and delivering CW. |

SIAMS report November 2015 Radnage C/E Primary School, Radnage, Bucks. HP14 4DW