



National Society Statutory Inspection of Anglican and Methodist Schools Report

Rosedale Church of England (Voluntary Controlled) Infant School

Stroud Avenue
Short Heath
Willenhall
WV12 4EG

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Lichfield

Local authority: Walsall

Dates of inspection: 9 July 2015

Date of last inspection: 19 July 2010

School's unique reference number: 104225

Executive Headteacher: Cathy Draper

Head of School: Vicki Stephen

Inspector's name and number: Rosemary Woodward 538

School context

Rosedale is an over-subscribed two-form entry infant school with 180 on roll. It forms part of the Short Heath Federation which, since 2006, has united Rosedale with its neighbouring community nursery and junior schools under an executive headteacher and shared governing body. The school is housed in spacious modern buildings. Almost all pupils live in the local urban area. Most are White British, with a significant number from other ethnic groups, the majority of these being of the Sikh faith. Substantial numbers are eligible for pupil premium or have special educational needs, but few have English as an additional language. Furzebank Worship Centre, a congregation within the parish of Holy Trinity, Short Heath, use the school hall for Sunday services. The school building incorporates the church office and worship centre.

The distinctiveness and effectiveness of Rosedale CE (VC) Infant School as a Church of England school are outstanding

- The leadership team who work together very effectively to realise their vision and embed Christian values and relationships in all areas of school life.
- Christian care and nurture that makes every child in the school feel special, valued and included, and extends to embrace their families.
- Loving support and encouragement that allows every child to strive to achieve their best.
- Extremely strong links with the local church that enrich the school's spiritual life.
- Lively and relevant worship that inspires and is valued by the whole school community.
- Appropriate and varied opportunities for prayer and reflection that underpin school life.

Areas to improve

- Involve governors in listening to the views of pupils as part of their evaluation of the impact of Christian aspects of school life, to best inform future planning and developments.
- Strengthen opportunities within religious education (RE) lessons and across the curriculum to develop understanding of the diversity of faith and culture.

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

Rosedale is an extremely happy and caring community in which pupils feel valued and secure and are empowered to succeed. The federation motto of 'Every day, in every way, everyone matters' is strongly underpinned by the Christian values of joy, peace, faith and, above all, love, in all aspects of school life. They are clearly displayed around the school, alongside explicit teaching relating them to the Bible. Pupils talk confidently about the values' meaning and relevance to their own lives and their relationships with others. They also relate them clearly to Jesus' teaching. Parents speak of the values '*spilling into their homes*'. Work by the care, guidance and support team ensures that the school's challenge to 'love learning, love each other and love God' embraces the whole family in many ways and gives hope. Their work is exemplified by the 'Friday Fun' group for siblings of those with particular challenges. Christian values are modelled very well by staff who are passionate in their role of nurturing and serving their pupils, while offering a creative and challenging curriculum. They describe the pupils' time at Rosedale as '*a special opportunity for them to encounter the Christian faith*'. This loving care, alongside very high expectations, enables pupils to flourish and strive to achieve their full academic potential, despite often low starting points. Data confirms that pupils do indeed succeed in achieving consistently well. Behaviour of pupils is of the highest standard. The school has very effective strategies for personal, spiritual and emotional development. The pupils' opinions are sought and acted upon positively by staff, enabling pupils to develop as independent spiritual beings. There is very good implementation of 'What If Learning', an initiative to embed Christian values across the whole curriculum. The school environment is used extremely well to promote spiritual development. Interactive outside areas are particularly impressive with the peace garden and quiet area well used for reflective activities. The beautiful work of the church banner group, who often work with pupils, particularly enriches already stimulating reflective displays. Children are encouraged to take responsibility for their own actions, and are taught to develop as responsible citizens, including taking opportunities for generosity and service. Parents and volunteers value the links between school, church and the local community very highly. Issues identified at the last inspection concerning community cohesion are being tackled well through links with contrasting schools and overseas charity work, although scope remains for further exploration of the diversity of faith and culture with pupils. Very well prepared RE lessons allow staff and pupils to explore 'curious questions' together. RE offers the chance for deeper study of Christianity and an exploration of the Sikh faith, while personal reflection books offer excellent opportunities for pupils to ponder how themes from RE, worship and school life relate to themselves.

The impact of collective worship on the school community is outstanding

Well planned and relevant worship is central to school life at Rosedale and has a key role in developing the pupils' personal spirituality. Children are confident in discussing its importance and are able to discuss what worship has taught them. The school's Christian values are constantly referred to within worship times, alongside relevant Bible verses. Pupils have some understanding of the Christian doctrine of the Trinity, explaining that God can be known as Father, Son and Holy Spirit, and that Jesus is God. They have a good knowledge of key events in Jesus' life. They very much enjoy singing and praise, and enhance their worship by using 'Makaton' signing. This skill, developed to be fully inclusive, enables pupils to interact and share positively with pupils from a local special needs school. Children talk confidently about the Bible and can share stories that they know and enjoy, and something of their meaning. They also strongly value the chance to pray and reflect. Prayer underpins the life of the school, with many opportunities for worship in classrooms, hall and church areas, used regularly by children and adults alike. However, pupils explain '*Jesus is with us always, not only at school*'. Prayer and reflection are also seen as an important and integral part of staff and governor meetings, while the church prays for the school every week during worship. The strong links between school and church have also resulted in baptisms of pupils taking place, as they seek to deepen their sense of belonging to the church-school community. Staff have effective strategies for evaluating

worship in the school. Pupils are consulted for their views and their opinions are acted upon, particularly through the elected 'pupil praise' committee. Foundation governors are also actively involved in planning and leading worship, although as yet they are not involved in exploring the impact of worship by listening to pupils' views. The pupils' understanding of the Anglican tradition is very good because of the extremely strong partnership with the local church, regular use of liturgy including the Lord's prayer, and inspiring work celebrating Christian festivals. 'Messy church' activities further impact on pupils, and, as with all school worship, are totally inclusive involving and inspiring those from the Sikh community as well as Christians and those of no faith.

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

The executive headteacher has a very clear vision for the school as a community living out Christ's love and this is fully shared and endorsed by the head of school and whole staff team and governing body. The dedicated staff team work hard to ensure that the vision becomes reality. The school's mission statement is explicitly linked with Jesus command to 'love one another as I have loved you'. The school's Christian values, foundations and strong church links are clearly proclaimed in the school's self-evaluation documentation. Governors are very active within the life of the school. The federation ethos committee ensures that the Christian foundations of Rosedale are strongly maintained, and that much of the good practice also permeates the rest of the federation. As yet governors have few opportunities to listen to the views of pupils, so they can discuss the impact of the school's Christian effectiveness with confidence, but their support in monitoring the life and progress of the school is rigorous. Staff are supported very effectively. Indeed they speak of working in the school as a privilege that is '*special and beautiful*' and believe they are part of a '*great team who believe in what they are trying to achieve*', and the need to be reliant on God for inner strength to succeed in their task. Parents confirm that staff '*put into practice what they preach*'. All staff are involved in leading worship and embedding the Christian values across the whole curriculum. In this they receive excellent guidance and support from the senior management team, in particularly the head of school, who sees her role as a vocation and privilege. Staff are given good opportunities to develop professionally, as leadership is delegated and supported very well through training. 'What if learning?' is extended to staff through challenging questions such as 'What if we saw the world as a gift from God?' and 'What if we see ourselves as learners'. The church works extremely closely with the school and is seen as an integral and important part of it. The vicar and many other church members actively participate in school life, and pastoral care for staff and families is given high priority. The vicar sees his role as partly that of school chaplain, taking opportunities for involvement in the full life of the school. Parents speak extremely highly of the school's care and support, not only to pupils, but to the whole family. They affirm that every pupil is seen not just as a child but as a unique individual, and that the school is '*totally inclusive*'. Parents recognise the strong partnership between school, church and parents, relating stories of the loving care and support offered to the child and whole family at difficult times. Many parents attend and highly value school worship events. Ties with Lichfield Diocese are strong and staff and governors benefit from Diocesan training and resources.

SIAMS report July 2015 Rosedale CE (VC) Infant School, Willenhall WV12 4EG