

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Rolph Church of England VA Primary School</b>	
Address	High Street, Thorpe-le-Soken, CO16 0DY
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>We are a nurturing Christian family, where everyone aspires to achieve their own unique potential.</p> <p>'I can do all things through Christ who strengthens me' Philippians 4:13</p>
Key findings
<ul style="list-style-type: none"> <li>• Rolph's deeply rooted vision advocates a transformation of pupils and adults' lives. This encourages everyone to flourish. Leaders use the vision to connect with the local community. However, the vision is not yet understood by all.</li> <li>• Leaders are dedicated to the success of the school working with the academy trust to create wider opportunities. This enables pupils and adults to work beyond the school and live life in all its fullness.</li> <li>• The school develops pupils as stewards of God's creation. As champions of environmental issues, they grow as compassionate individuals who model concern for everyone. Opportunities for pupils to lead social action projects as global citizens that challenge injustice beyond environmental issues are not yet developed.</li> <li>• Collective worship is inspirational in how it is delivered, including through Forest Church. It contributes to a rich culture of deep spiritual reflection. It inspires pupils and adults to live out the school's vision by providing strong values for life.</li> <li>• Religious education (RE) is well planned. It enables pupils to grow in resilience and resourcefulness. It has a high profile and underpins the ethos of everyone flourishing. RE enables curiosity which drives the whole school's curriculum. Assessment of RE is in place, but moderation processes are not established.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Increase the understanding of the school's vision more widely within the local community.</li> <li>• Embed opportunities, beyond environmental issues, for pupils to lead projects on social action and become global citizens who challenge injustice.</li> <li>• Build moderation of RE into existing systems.</li> </ul>



## Inspection findings

Rolph is a school where every person is included, thoroughly known and genuinely cared for. As a result, everyone feels valued. A warm ethos is created through living out the vision of knowing everyone as unique within the school's Christian family. The direction of the school is driven by a deeply rooted Christian theology. This creates a strong desire to accept one another and develop caring, responsible attitudes. This is a consistent feature of school life. Committed governors evaluate the impact of the vision in detail, for example, by regularly attending school events. As a result, they know the school well.

The Vine Schools Trust, of which the school is a member, and local governance board have made strategic decisions to benefit the school. One example is to bring the leadership of it under an executive head. This has presented the opportunity to strengthen the vision. The leadership team have built up links with the community it serves by engaging in village activities such as carol singing. However not everyone within the wider community fully understands the vision of the school or its intended impact.

Leaders are passionate about inclusion, for example, they have seamlessly welcomed Ukrainian families into the life of the school. Great care is taken to know every pupil individually. Provision is then put into place to enable each of them to flourish. Reasonable adjustment plans have been designed to ensure all are fully included. Actions taken to support pupils with additional needs, in some cases, is transformative. Governors are active critical friends of the school and support and challenge its decisions. This includes making financial plans to provide significant amounts of additional resources and nurture work to meet the needs of the community. Families are signposted to support mechanisms and partnerships with outside agencies.

The vision creates an environment where all are treated with dignity and respect. The staff team model the Christian values of friendship and love for one another. Parents are enthusiastic about the work of the school. They see the family centred ethos lived out in the way all are supported with love and care. Pupils relate well to each other in work and at play. They have a well-developed understanding of the power of forgiveness and the value of respect. They talk about the importance of treating people as you want to be treated. Special events, such as sporting fixtures and Forest Church, result in them being encouraging towards one another. Rewards focus on the vision in action. These include celebrating examples of how it is lived out. Values certificates and excellence awards underpin this approach. Pupils are nominated to receive these every Friday, celebrated by the school community and parents in a joyful act of Christian worship. These celebrations are underpinned by the belief that everyone can achieve success, alongside a commitment to identifying their individual talents.

Learning opportunities ensure the flourishing of the whole child personally, emotionally and academically. This is reflected in purposeful relationships and through the health education curriculum (RHE). Rich opportunities for spiritual development offer time for reflection by drawing on the experiences of 'wow' moments in lessons. Planned awe and wonder opportunities deepen spiritual development further. The curriculum is tailored to the school's rural environment. Weekly timetabled sessions of Forest Schools enable pupils to explore the natural world, wonder at nature and experience wellbeing. This is particularly valued by parents and the community through Forest Church. It is a creative expression of the school's vision, where practical, physical and engaging worship is celebrated outside.


The concept of interconnectedness threads through the curriculum. This contributes to them understanding themselves as global citizens. The impact of human behaviour on the



environment is also explored. For example, pupils have worked with the Royal Forestry Society to undertake a training programme linked to environmental issues. These lessons include opportunities for all to explore their relationship with themselves, others, the wider world and beyond. As a result, pupils confidently articulate their desire to make a difference now, and in the future, to the planet and local environment. However, there are limited opportunities where pupils can speak out against injustice or inequality through social action projects beyond their environmental work.

Collective worship is a transformational part of the school's life. Worship is exceptional because of the creative ways in which it is experienced by the school community. Pupils have the opportunity to ask questions to God or themselves. This is through prayer or personal reflection and as a result, some say they feel His presence beside them. Invitations to pray, reflect and think nurtures spiritual development that is intentionally planned by school leaders. It reflects the vision of the school in finding strength through God. Another aspect of this is the joyful singing that takes place. Pupils and adults find it both moving and uplifting and value it as a central part of worship. Forest Church celebrates God's creation and finds spiritual growth in the school's woodland. Christmas carols around the campfire has become a favourite part of whole school worship. Christian teachings within worship impact on the school community by promoting the vision. This secures an atmosphere of loving care for one another. The richness of the church year is celebrated through the renewed links with the local church. This enhances the school's identity of tradition, generosity and grace. Pupils play a key role in planning, delivering and monitoring worship. Their voice is heard and acted on by senior leaders on a regular basis, keeping worship dynamic and empowering. The common language of the school's core values enables pupils and adults of faith and no faith to worship as one. Collective worship is a bold, cohesive statement of inclusivity for all pupils and adults.

RE is led well. Leaders invest in it and ensure it is a high-profile subject. The school uses the locally agreed syllabus to effectively plan and sequence learning. RE is a safe space in the timetable that enables pupils to challenge ideas. They reflect and shape their knowledge and understanding of a diverse range of worldviews. It enables them to compare and understand a range of beliefs. Christianity is experienced as a living, multi-cultural world faith. High expectations result in pupils becoming critical thinkers who appreciate difference. They are able to record their learning in creative ways such as through art or drama. They enjoy the challenge provided in RE lessons. These are purposefully linked to the wider school curriculum. For example, pupils explore the big bang theory and creation stories within the context of the class topic of 'what is space?'. As a result, pupils are enthusiastic about RE and are developing and applying their understanding in different ways.

	The effectiveness of RE is		Good	
	<p>Pupils gain a deep understanding of Christianity and a range of worldviews. They discuss theological concepts and vocabulary with confidence. Staff are confident in delivering an ambitious RE curriculum because of the training they have received from the diocese. As a result, pupil work is of a high standard and they make good progress. Marking and feedback of pupil work is a strength. This feeds into systematic assessment however this is not moderated.</p>			
Information				
School	Rolph Church of England VA Primary School	Inspection date	27 January 2023	
URN	140506	VC/VA/Academy	Academy	
Diocese/District	Chelmsford	Pupils on roll	216	
MAT/Federation	Diocese of Chelmsford Vine Schools Trust			
Executive Head	Karen Jones			
Chair of Trust Board	Mike Ferguson			
Inspector	Christopher Allen	No.	847	